



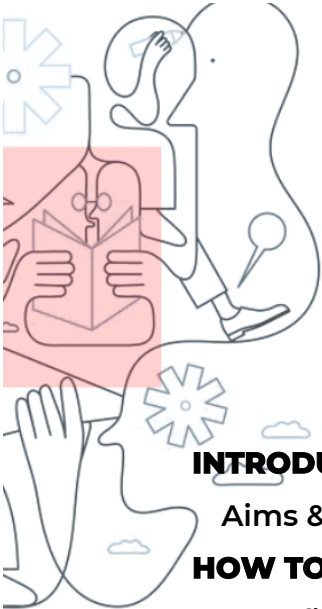
BUSINESS 2030

PR2 – Online toolkit for VET providers



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project: Business2030 - Supporting sustainable development in SMEs (Nr.2021-1-DK01-KA220-VET-000034741)



CONTENTS

INTRODUCTION

Aims & Vision

HOW TO UTILISE THE TOOLKIT

Beneficiaries:

Learning Objectives and Learning Outcomes:

STRUCTURE

MODIFICATION

Preparation

UNIT 1: CONCEPTS OF THE 2030 AGENDA

1.1. 2030 Agenda

1.2. Global Goals Progress

1.3. 2030 Agenda: Quiz

1.4. SMEs in Europe

1.5. SMEs and Sustainability

1.6. SMEs and Green Future

UNIT 2: SUSTAINABILITY PRACTICES

2.1. Getting to know the concept of green energy, energy efficiency and sustainable resources.

2.2. Presentation of the main EU and National waste management and recycling

2.3. Workshop: Unseen energy footprint of digitalization, how are emails and the web affecting the environment

UNIT 3: CIRCULAR ECONOMY

3.1. Getting to know the concept of Circular economy: definition, importance and benefits.

3.2. Presentation of the main EU circular economy Action Plan

3.3. Unseen energy footprint of digitalization how are emails and the web affecting the environment.

Title: "Trade, Resource Efficiency and Circular Economy"

UNIT 4: STAFF TRAINING

4.1. Training and Lifelong Learning in the Workplace

4.2 Character Strengths in the Workplace

4.3. Growth Mindset in the Workplace

UNIT 5: LEADERSHIP & SME CULTURE

4

4

6

6

6

8

9

9

10

10

12

13

13

15

16

18

18

19

20

22

22

23

24

24

25

26

26

28

31

34



5.1. Management, leadership, and SME culture	34
UNIT 6: IMPLEMENTATION	36
6.1 SDGs and SMEs	36
6.2. Corporate reporting and SDGs	39
6.3. Introduction to energy efficiency	43
6.4. Introduction to the Run Life Cycle Assessment (LCA)	46
6.5. Introduction of sustainable design and its close cousins	50
6.6. Usage economy	52
6.7. Employees volunteering initiatives.	56
6.8. Governance Model	59
6.9. Chief Well-Being Officer	61
6.10. Final points for reflection	65
UNIT 7: HUMAN NETWORKS	66
7.1. Networking Strategies	66
7.2. Networking Useful and Applicable Tips	69
7.3. The Dale Carnegie Method	73
7.4. Networking, Stakeholders and Sustainable Development	75
UNIT 8: RESOURCES AND FUNDING	80
8.0. National and EU resources and Funding for SMEs	80
8.1. Getting to know the concept of sustainability and circular economy for SMEs, the EU policy framework.	81
8.2. Presentation of the main EU and National funding for SMEs sustainability	82
8.3. Workshop: identifying and applying to a EU call for proposal for SMEs	83
References:	84

INTRODUCTION



Aims & Vision

Business2030 aims to create a network of organizations interested in tackling sustainability issues and help SMEs (Small and Medium Enterprises) in the green transition. This will enable a positive change in the overall culture of the organizations and with a methodical and purposeful approach improve the environment.

Business2030 aims to upskill both the staff of SMEs and of other organizations by providing support and a pool of material that can be used for training.

This Toolkit is especially designed to offer strategies and training resources that will equip the learners with the necessary skills and tools in order to lead and/or become a part of a systematic sustainable transformation.



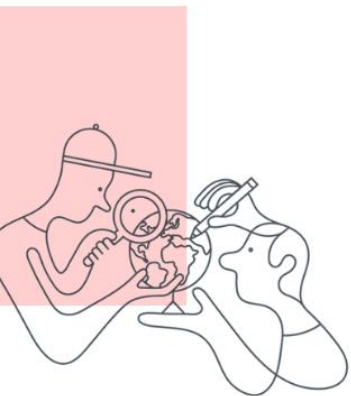


CONSORTIUM

The Activities provided are the result of extensive National and Transnational, Field and Desk Research that was conducted by the partners of the **Consortium**:

- (1) People of 2050**, Denmark
- (2) Ynternet**, Switzerland
- (3) CCCIFM – Chambre de Commerce Italienne pour la France de Marseille**, France
- (4) SYNTHESIS - Center for Research and Education Ltd.**, Cyprus
- (5) Base3**, Italy
- (6) Open Impact**, Italy





HOW TO UTILISE THE TOOLKIT

Beneficiaries:

- **Independent Learners** - Individuals who want to expand and develop their knowledge in notions relevant to the project.
- **VET Providers, Trainers, Educators, HR Professionals, Team Leaders, Employees and other professionals with relevant expertise** – who can use the Business2030 Toolkit as a reference and source material for their training sessions.

Learning Objectives and Learning Outcomes:

The Toolkit offers a thorough training curriculum that addresses a number of learning objectives. In general, upon completion:

(1) in terms of Knowledge, the beneficiaries will be able to:

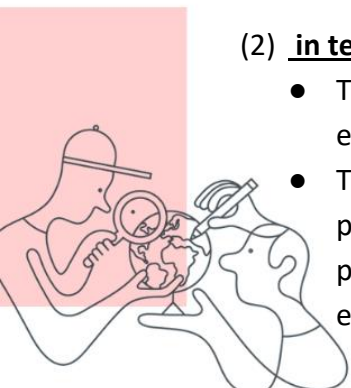
- Identify the different areas of the business that might affect environmental sustainability.
- Understand how SMEs can contribute to the green transition.
- Understand the opportunities of green transition for SMEs.
- Identify strategies for improving the environmental sustainability of SMEs.
- Identify areas of improvement and training needs of the staff.

(2) in terms of Skills, beneficiaries will acquire:

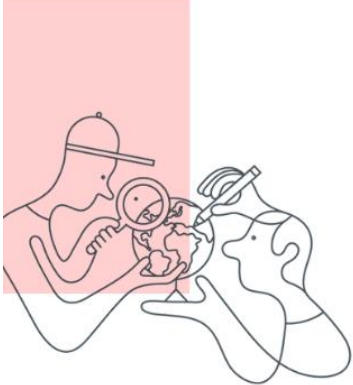
- The ability to put in practice managerial strategies that can support environmental sustainability of SMEs.
- The ability to increase environmental sustainability through human resources professional skills useful for addressing the environmental sustainability in the production cycle and/or services provision digital skills useful for reducing the environmental footprint -develop an upskilling strategy for their staff.

(3) in terms of Attitude, beneficiaries will:

- Change their attitude towards the role of SMEs for environmental sustainability.



- Change their attitude towards the global context in which they live, building a more aware citizenship.
- Develop strategic vision needed for grasping the potential of green transition.
- Change their attitude towards financing opportunities for SMEs aimed at supporting the green transition.



STRUCTURE



The Material is split in to **8 elaborated Units** which derive from the literature review and the needs analysis that was conducted earlier during the **Business2030** Project lifespan. Each Unit starts with introducing to the reader-learner the educational aims and learning objectives of the unit.

UNIT 1: Concepts of the 2030 Agenda. Overview of the SME sector in the EU and per country, statistics as well as types of SMEs and sectors in which SMEs are prevalent.

UNIT 2: Sustainability practices (energy, waste management, overall resources). It contains detailed content on how to maximise energy efficiency (equipment, practices, Standard Operating Procedures, comparison of different options for temperature control (heating – cooling), lighting, production, waste management and recycling, adapting SOPs to minimise paper use and waste.

UNIT 3: Circular Economy. Overview, theory, applications, best and worst practices, circular economy, and social entrepreneurship / social innovation, how to engage in circular economy, how to promote it, and how to attract new players to it.

UNIT 4: Staff training. The unit contains useful information on how to build a successful training scheme to ensure the knowledge, skills and expertise relating to the above are communicated throughout the SME and survive personnel turnover.

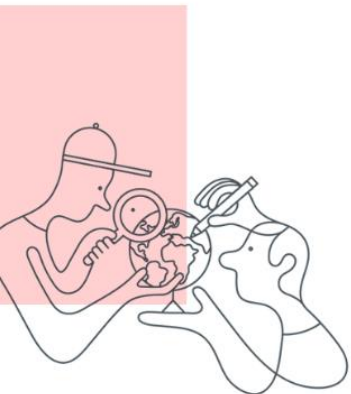
UNIT 5: Leadership and SME culture. The unit includes useful strategies and information on how to implement change within an SME and effectively manage the process, while also applying efficient monitoring and reporting.

UNIT 6: Implementation. This unit provides a series of practical examples and best practices as well as step by step processes that build upon 1,2,3,4,5 that can be used by SMEs that want to adapt to a more sustainable framework of operations.

UNIT 7: Human Networks. Unit 7 provides useful information on how to address stakeholders, engage them, interact with them, enforce long term collaboration based on synergies.

UNIT 8: National and EU resources and Funding for SMEs that wish to become more sustainable both in their energy and resources consumption and in their overall operation.





MODIFICATION



Independent Learners or Trainers – VET Providers, are encouraged to alter, adapt, and implement all the material provided in compliance with their own specific goals or limitations (time availability, cultural differences, working system – laws of each country, specific characteristics of trainees group, material availability, desired learning outcomes, facilitator's own characteristics).

The trainings can be conducted within company settings either individually or working with small or large groups. The duration of the training can vary again, depending to the audience and availability, however, do keep in mind that the consortium proposes around two hours for each unit (plus brief pause in between to be used as deemed needed by the learner or facilitator – for comfort break, room alterations, audience following instructions, material give always etc.).

Preparation

Please keep in mind that the Trainers' ability to respond to inquiries and hold in-depth conversations with participants is essential and must be able to happen at all times. Therefore, it is strongly advised that they carefully read the offered material and, if at all feasible, conduct their own background research in accordance with the characteristics of their particular group of trainees.





UNIT 1: CONCEPTS OF THE 2030 AGENDA



Introduction to terms and concepts and the 2030 Agenda, overview of the SME sector in the EU and per country, statistics as well as types of SMEs and sectors in which SMEs are prevalent.

This introductory unit is designed to present learners with a comprehensive overview of the sustainability goals and targets of the UN 2030 Agenda and to introduce them to the complex landscape of small and medium-sized enterprises in Europe. The unit will be accompanied by references to articles, videos, and other external resources to further explore the topics covered.

1.1. 2030 Agenda

Worksheet Title	2030 Agenda	Worksheet Code	1.1.
Type of resource	Activity, Homework	Type of learning	Individual, Homework
Duration (in minutes)	15	Learning Outcomes	Upon completion the learners will acquire knowledge on the 2030 Agenda aims and priorities.
Aims	Learners will read the text, familiarise themselves with the information provided and try to remember as much of the content as possible.		
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone, or Paper Notes - pen and paper) 		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Read this short text on the terms, concepts, and goals of the 2030 Agenda.</p> <p>The United Nations 2030 Agenda for Sustainable Development is a plan of action for people, the planet and prosperity that was adopted by world leaders at the United Nations Sustainable Development Summit in September 2015. It is a comprehensive and ambitious agenda consisting of 17 Sustainable Development Goals (SDGs) with 169 targets that aim to end poverty, protect the planet, and ensure prosperity for all.</p> <p>The SDGs are a universal call to action to end poverty, protect the planet, and improve the lives and prospects of everyone, everywhere. They address the root causes of poverty and the universal need for development that works for all people. The SDGs are integrated and indivisible and balance the three</p>		





dimensions of sustainable development: economic, social, and environmental.

The **17 SDGs** are as follows:

1. **No Poverty:** To end poverty in all its forms and ensure that all people have access to basic needs, such as food, water, shelter, and healthcare.
2. **Zero Hunger:** To end hunger, improve nutrition, and promote sustainable agriculture.
3. **Good Health and Well-being:** To ensure healthy lives and promote well-being for all ages.
4. **Quality Education:** To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. **Gender Equality:** To achieve gender equality and empower all women and girls.
6. **Clean Water and Sanitation:** To ensure access to clean water and sanitation for all, and to improve water quality and efficiency.
7. **Affordable and Clean Energy:** To ensure access to affordable, reliable, sustainable, and modern energy for all.
8. **Decent Work and Economic Growth:** To promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9. **Industry, Innovation and Infrastructure:** To build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. **Reduced Inequalities:** To reduce inequalities within and among countries, including income inequality, gender inequality, and social exclusion.
11. **Sustainable Cities and Communities:** To make cities and human settlements inclusive, safe, resilient, and sustainable.
12. **Responsible Consumption and Production:** To ensure sustainable consumption and production patterns, reduce waste, and promote resource efficiency.
13. **Climate Action:** To take urgent action to combat climate change and its impacts.
14. **Life Below Water:** To conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
15. **Life On Land:** To protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss.
16. **Peace, Justice and Strong Institutions:** To promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.
17. **Partnerships for the Goals:** To strengthen the means of implementation and revitalise the global partnership for sustainable development.

The 2030 Agenda recognizes that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. The agenda also emphasises the importance of achieving gender equality and the empowerment of all women and girls, as well as the need to take urgent action



	<p>to combat climate change and its impacts.</p> <p>The overall goal of the 2030 Agenda is to create a world where no one is left behind and where all people can live in dignity, peace, and prosperity. The agenda sets out a path to sustainable development that is people-centred, planet-sensitive, and results-oriented. It recognizes the need for strong partnerships between governments, civil society, and the private sector to achieve the SDGs.</p>
--	--

1.2. Global Goals Progress

Worksheet Title	Global Goals Progress	Worksheet Code	1.2.
Type of resource	Activity, Homework	Type of learning	Individual, Homework
Duration (in minutes)	25	Learning Outcomes	Upon completion the learners will acquire knowledge on the 2030 Agenda goals and their progress.
Aims	Differentiating between the goals that are in progress and those that need more time and effort to be achieved, explaining in own words the interdependence between the different goals.		
Materials Required	<ul style="list-style-type: none"> ● Computer ● Access to the Internet ● Material for Notetaking (Digital Notes - tablet, phone, or Paper Notes - pen and paper)		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Watch the following videos:</p> <p>Video #1: Red Alert - How to meet the Sustainable Development Goals together SDG Moment United Nations</p> <p>Video #2: TED Talk The global goals we've made progress on and the ones we haven't</p> <p>Watch these videos and reflect on the interdependence between the different dimensions of sustainability, what progress has been made so far in achieving the goals, and what has not worked. Why has the achievement of certain goals been easier in some cases than in others? How could this strategy be improved?</p>		



1.3. 2030 Agenda: Quiz

Worksheet Title	2030 Agenda: Quiz	Worksheet Code	1.3
Type of resource	Activity, Homework	Type of learning	Individual, Homework
Duration (in minutes)	20	Learning Outcomes	Upon completion the learners will acquire knowledge on the 2030 Agenda aims and priorities.
Aims	Applying the knowledge the learners acquire to complete a simple test, revisiting important notions and answering questions.		
Materials Required	<ul style="list-style-type: none">• Computer• Access to the Internet• Material for Notetaking (Digital Notes - tablet, phone, or Paper Notes - pen and paper)		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Take this quiz and check your results. How much do learners know about the SDGs? They will take the quiz and discuss/compare their score with the one obtained by their peers. <i>What were the hardest questions to answer? Why?</i></p> <p>Quiz link: https://www.bridgestoeurope.com/en/the-sustainable-sdg-quiz/</p>		

1.4. SMEs in Europe

Worksheet Title	SMEs in Europe	Worksheet Code	1.4
Type of resource	Activity, Homework	Type of learning	Individual, Homework
Duration (in minutes)	10	Learning Outcomes	Upon completion the learners will acquire knowledge regarding the SMEs in Europe.
Aims	Learners will read the text, familiarize themselves with the information provided and try to remember as much of the content as possible.		



Materials Required	<ul style="list-style-type: none"> ● Computer ● Access to the Internet ● Material for Notetaking (Digital Notes - tablet, phone, or Paper Notes - pen and paper)
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Please carefully read the information provided below.</p> <p>SMEs in Europe are increasingly engaged with sustainability and are taking steps to reduce their environmental impact and promote sustainable development. However, there is still room for improvement, and it is unclear whether European SMEs will be able to fully achieve the sustainability goals expected for 2030.</p> <p>According to a survey by the European Commission, around 75% of SMEs in the EU have taken some action to improve their environmental sustainability, such as reducing energy consumption or waste. However, there is significant variation in the level of engagement with sustainability among SMEs, with larger firms and those in certain sectors generally being more proactive.</p> <p>European SMEs also face several challenges in achieving sustainability, including access to finance, regulatory compliance, and limited resources and expertise. These challenges can make it difficult for SMEs to invest in sustainable practices and technologies or to meet the standards set by the United Nations for sustainability. In this regard, have you ever tried to think that small and medium-sized enterprises could play a key role as <i>agents of change</i>?</p> <p>Here below are some interesting facts about SMEs in Europe:</p> <ol style="list-style-type: none"> 1. SMEs are the backbone of the European economy, representing 99% of all businesses in the EU. According to the latest data from the European Commission, there were over 25 million SMEs in the EU in 2019. 2. The main sectors in which SMEs are present in Europe are services, wholesale and retail trade, and manufacturing. Services account for the largest share of SMEs, followed by wholesale and retail trade, and manufacturing. 3. The vast majority of SMEs in Europe are microenterprises, with less than 10 employees. These microenterprises account for around 92% of all SMEs in the EU. 4. The main occupations in which SMEs are engaged in Europe are skilled trades, business services, and healthcare. According to Eurostat, these three sectors accounted for the largest share of employment in SMEs in 2019. 5. SMEs in Europe are increasingly engaged with sustainability. According to a survey by the European Commission, around 75% of SMEs in the EU have taken some action to improve their environmental sustainability, such as reducing energy consumption or waste. 6. SMEs in Europe face several challenges, including access to finance, regulatory compliance, and digitalization. These challenges can be



	<p>particularly acute for microenterprises, which often lack the resources and expertise to navigate complex regulatory and financial environments.</p> <p>7. The European Union has several programs and initiatives to support SMEs, including the Horizon Europe program, which provides funding for research and innovation projects, and the European Investment Fund, which provides financing and guarantees for SMEs.</p> <p>Here is how small and medium-sized enterprises could make a difference in their daily routines:</p> <ul style="list-style-type: none"> ● By creating decent work and economic growth: SMEs can create employment opportunities and contribute to economic growth in their communities. By providing decent work, SMEs can help to reduce poverty and promote economic development. ● By adopting sustainable business practices: SMEs can adopt sustainable business practices, such as reducing their carbon footprint, conserving energy and water, and minimising waste. These practices can help to mitigate climate change and protect the environment. ● By promoting gender equality: SMEs can promote gender equality by ensuring that women are given equal opportunities for employment and leadership roles. This can help to reduce gender inequalities and promote inclusive economic growth. ● By supporting local communities: SMEs can support local communities by sourcing their inputs locally and providing support to local suppliers and producers. This can help to build resilient local economies and promote sustainable development. ● By engaging in responsible consumption and production: SMEs can promote responsible consumption and production by designing products and services that are environmentally friendly and by minimising waste and pollution in their operations. ● By fostering innovation and partnerships: SMEs can foster innovation and partnerships by collaborating with other businesses, universities, and research institutions. This can help to develop new technologies and solutions that can contribute to sustainable development.
--	--

1.5. SMEs and Sustainability

Worksheet Title	SMEs and Sustainability	Worksheet Code	1.5.
Type of resource	Activity, Homework	Type of learning	Individual, Homework
Duration (in minutes)	30	Learning Outcomes	Upon completion the learners will formulate their own ideas aptitudes on the matter of SMEs and sustainability in EU.



Aims	Learners will carefully read <i>An SME Strategy for a sustainable and digital Europe</i> and develop their own reflections on the topic.
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone, or Paper Notes - pen and paper)
Step-by-step instructions	<p><u>Step 1</u>: Please carefully read the article provided below.</p> <p>The EU SME Strategy for a sustainable and digital Europe</p>

1.6. SMEs and Green Future

Worksheet Title	SMEs and Green Future	Worksheet Code	1.6.
Type of resource	Activity, Homework	Type of learning	Individual, Homework
Duration (in minutes)	10	Learning Outcomes	Upon completion the learners will formulate their own ideas aptitudes on the matter of SMEs and sustainability in EU.
Aims	Learners will acquire information and facts about small and medium-sized enterprises and identifying their strengths and potential.		
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone, or Paper Notes - pen and paper) 		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1</u>: Please watch the videos provided below.</p> <p>Video #1: Small businesses: the backbone of the EU economy</p> <p>Video #2: European Green Deal: Propelling SMEs into a green future through eco-innovation</p> <p>Video #3: Top challenges for SMEs in Europe</p>		



Worksheet Title	Unit 1 Reflection	Worksheet Code	1.7.
Type of resource	Activity, Homework	Type of learning	Individual, Homework
Duration (in minutes)	15	Learning Outcomes	Upon completion the learners will acquire knowledge on the 2030 Agenda aims and priorities.
Aims	Discussing what has been learnt and concluding from it.		
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone, or Paper Notes - pen and paper) 		
Step-by-step instructions	<p>Instructions:</p> <p>Step 1: Final points for reflection: try to think deeply about the issues raised here below. Business 2030 will try to guide you to find an answer to the following questions and the next sections of the Toolkit will better explain how. (est. time for completion: 10')</p> <ol style="list-style-type: none"> 1. <i>What is your understanding of sustainable development, and how do you incorporate it into your VET programs?</i> 2. <i>How do you think VET providers can contribute to the achievement of the sustainable development goals (SDGs)?</i> 3. <i>How do you see the relation between SMEs and sustainability, and how can VET providers help SMEs become more sustainable?</i> 4. <i>What role do you think companies can play in the green transition, and how can VET providers support them in this transition?</i> 5. <i>What are the key sustainability-related competencies that you believe SME owners need to acquire, and how can VET providers develop these competencies?</i> 6. <i>How do you measure the impact of your sustainability training programs, and what metrics do you use?</i> 7. <i>What challenges have you faced in developing and delivering sustainability-related training, and how have you addressed these challenges?</i> 8. <i>In your opinion, what role should governments play in supporting VET providers in their efforts to promote sustainability?</i> 9. <i>Looking ahead, what do you see as the biggest opportunities and challenges for VET providers in the context of sustainability and the green transition, and how can they stay ahead of the curve?</i> 		



UNIT 2: SUSTAINABILITY PRACTICES



This section is designed to present learners with a detailed overview of Sustainability practices (energy, waste management, overall resources) and content on how to maximise energy efficiency. The content will include references to articles, videos and other external resources to further explore the topics addressed, of critical importance for the subsequent understanding of the Toolkit.

After the successful completion of this section, VET providers are expected to have a more in depth understanding of various Sustainability practices and ways to maximise energy efficiency.

2.1. Getting to know the concept of green energy, energy efficiency and sustainable resources.

Worksheet Title	Getting to know the concept of green energy, energy efficiency and sustainable resources	Worksheet Code	2.1.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	25	Learning Outcomes	<ol style="list-style-type: none"> 1. Learners will get to know the concept of green energy, energy efficiency and sustainable resources consumption. 2. Learners will discover the main EU and National waste management and recycling efforts and plans. 3. Learners will discover the concept of energy footprint of digitalization, and how the web is affecting the environment
Aims	After the successful completion of this section, VET providers are expected to have a more in depth understanding of various Sustainability practices and ways to maximise energy efficiency.		
Materials Required	<ul style="list-style-type: none"> • Computer • Internet connection • Printed materials to give to local participants 		





Step-by-step instructions	<p>Instructions:</p> <p>Please watch the introductory video by the EU Commission on “How to use energy efficiently”, in order to understand how reducing the energy demand through energy savings, and accelerating the deployment of renewable energy remain no-regret options.</p> <p>This activity will define the framework in which module 2 will be developed.</p> <p>Title: “EUSEW2022 REPowerEU: save energy, diversify, build a greener EU energy system”</p> <p>https://www.youtube.com/watch?v=NLaHYqFYCdG</p> <p>In the longer term, reducing the energy demand through energy savings, and accelerating the deployment of renewable energy remain no-regret options. In the meantime, we also need to diversify the energy supplies. The level of ambition is very high, and so are the investment needs to implement the REPowerEU plan, and the financing sources that can be used for this purpose.</p>
---------------------------	---

2.2. Presentation of the main EU and National waste management and recycling

Worksheet Title	Presentation of the main EU and National waste management and recycling	Worksheet Code	2.2.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	30	Learning Outcomes	<ol style="list-style-type: none"> 1. Learners will get to know the concept of green energy, energy efficiency and sustainable resources consumption. 2. Learners will discover the main EU and National waste management and recycling efforts and plans. 3. Learners will discover the concept of energy footprint of digitalization, and how the web is affecting the environment
Aims	After the successful completion of this section, VET providers are expected to have a more in depth understanding of various Sustainability practices and ways to maximize energy efficiency.		



Materials Required	<ul style="list-style-type: none"> • Computer • Internet connection • Printed materials to give to local participants
Step-by-step instructions	<p>Instructions: You are directed to go through a presentation on the various statistics and methods of recycling and reusing of waste materials at the EU level. The European Green Deal aims to promote growth by transitioning to a modern, resource -efficient and competitive economy. As part of this transition, several EU waste laws are being adapted. The Waste Framework Directive is the EU’s legal framework for treating and managing waste in the EU. It introduces an order of preference for waste management called the “waste hierarchy”. Participants will have access to plenty of materials and resources revelvant for thei national context.</p> <p>Title: “Managing waste in an environmentally sound manner and making use of the secondary materials they contain are key elements of the EU’s environmental policy”</p> <p>https://environment.ec.europa.eu/topics/waste-and-recycling_en</p> <p>EU waste policy aims to contribute to the circular economy by extracting high-quality resources from waste as much as possible. The European Green Deal aims to promote growth by transitioning to a modern, resource-efficient and competitive economy. As part of this transition, several EU waste laws will be reviewed.</p> <p>The Waste Framework Directive is the EU’s legal framework for treating and managing waste in the EU. It introduces an order of preference for waste management called the “waste hierarchy”.</p>

2.3. Workshop: Unseen energy footprint of digitalization, how are emails and the web affecting the environment

Worksheet Title	Workshop: Unseen energy footprint of digitalization, how are emails and the web affecting the environment	Worksheet Code	2.3.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	75	Learning Outcomes	<ol style="list-style-type: none"> 1. Learners will get to know the concept of green energy, energy efficiency and sustainable resources consumption. 2. Learners will discover the main EU and National waste management and recycling efforts and plans.



			3. Learners will discover the concept of energy footprint of digitalization, and how the web is affecting the environment
Aims	After the successful completion of this section, VET providers are expected to have a more in depth understanding of various Sustainability practices and ways to maximise energy efficiency.		
Materials Required	<ul style="list-style-type: none"> • Computer • Internet connection • Printed materials to give to local participants 		
Step-by-step instructions	<p>Instructions: You will be introduced to the concept of carbon footprint and the pluses and minuses of digitalisation in reducing carbon emissions at the EU level. They will learn about the personal, project and organisation carbon footprint and learn how to calculate it using digital tools. Through the practical usage of a carbon calculator, the groups will understand the carbon footprint of an online project that will include emailing, social media, storage platforms and websites.</p> <p>Title: “Digital action = Climate action: 8 ideas to accelerate the twin transition”</p> <p>https://www.digitaleurope.org/resources/digital-action-climate-action-8-ideas-to-accelerate-the-twin-transition/</p> <p>It is clearer than ever that we urgently need to take bold actions to counter the global existential threat of climate change and to promote a green economic recovery!</p>		



UNIT 3: CIRCULAR ECONOMY



This section is designed to present learners with a detailed overview of circular economy practices and content on how to implement circular economy plans in their companies or organisations. They will use models and resources provided by the EU and adapted to their national contexts. The content will include references to articles, videos and other external resources to further explore the topics addressed, of critical importance for the subsequent understanding of the Toolkit.

After the successful completion of this section, VET providers are expected to have a detailed overview of circular economy practices and content on how to implement circular economy plans in their companies or organizations.

3.1. Getting to know the concept of Circular economy: definition, importance and benefits.

Worksheet Title	Getting to know the concept of Circular economy: definition, importance and benefits	Worksheet Code	3.1.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	25	Learning Outcomes	<ol style="list-style-type: none"> 1. Learners will get to know the concept of circular economy. 2. Learners will discover the main EU circular economy action plan. 3. Learners will discover how to implement circular economy plans in their companies and organizations.
Aims	The main aim is to present learners with a detailed overview of the concept of circular economy and discover how to implement circular economy plans in their companies and organizations		
Materials Required	<ul style="list-style-type: none"> ● Computer ● Internet connection ● Printed materials to give to local participants 		





Step-by-step instructions	<p>Instructions:</p> <p>We invite you to read an introductory article on circular economy by the EU Commission to find out what it means, how it benefits them, the environment and our economy”, and understand the basics of circular economy and most importantly the benefits for their organisations.. This activity will define the framework in which module 8 will be developed.</p> <p>Title: “Circular economy: definition, importance and benefits”</p> <p>Link: HERE</p> <p>The circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended.</p>
---------------------------	--

3.2. Presentation of the main EU circular economy Action Plan

Worksheet Title	Presentation of the main EU circular economy Action Plan	Worksheet Code	3.2.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	30	Learning Outcomes	<ol style="list-style-type: none"> 1. Learners will get to know the concept of circular economy. 2. Learners will discover the main EU circular economy action plan. 3. Learners will discover how to implement circular economy plans in their companies and organizations.
Aims	The main aim is to present learners with a detailed overview of the concept of circular economy and discover how to implement circular economy plans in their companies and organizations		
Materials Required	<ul style="list-style-type: none"> • Computer • Internet connection • Printed materials to give to local participants 		



Step-by-step instructions	<p>Instructions:</p> <p>Please will go through a presentation on EU Circular Economy Action Plan and get a deeper understanding on what the EU is doing in this regards. Here you find information on how to monitor progress towards a circular economy, and its direct and indirect benefits.</p> <p>Moreover, you will be introduced to different measures that will be introduced under the new action plan, aim to make sustainable products the norm in the EU, empower consumers and public buyers . We encourage you to focus on the sectors that use most resources and where the potential for circularity is high such as: electronics and ICT, batteries and vehicles, packaging, plastics, textiles, construction and buildings, food, water and nutrients</p> <p>Title: “EU Circular economy action plan”</p> <p>https://environment.ec.europa.eu/strategy/circular-economy-action-plan_en</p> <p>The European Commission adopted the new circular economy action plan (CEAP) in March 2020. It is one of the main building blocks of the European Green Deal, Europe’s new agenda for sustainable growth. The EU’s transition to a circular economy will reduce pressure on natural resources and will create sustainable growth and jobs. It is also a prerequisite to achieve the EU’s 2050 climate neutrality target and to halt biodiversity loss.</p> <p>Title: “Explaining the Circular Economy and How Society Can Re-think Progress Animated Video Essay”</p> <p>https://www.youtube.com/watch?v=zCRKvDyyHmI</p> <p>There's a world of opportunity to re-think and re-design the way we make stuff. 'Re-Thinking Progress' explores how through a change in perspective we can re-design the way our economy works - designing products that can be 'made to be made again' and powering the system with renewable energy. It questions whether with creativity and innovation we can build a restorative economy.</p>
---------------------------	--

3.3. Unseen energy footprint of digitalization how are emails and the web affecting the environment.

Worksheet Title	Unseen energy footprint of digitalization, how are emails and the web affecting the environment	Worksheet Code	3.3.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	75	Learning Outcomes	1. Learners will get to know the concept of circular economy.



			<ol style="list-style-type: none"> Learners will discover the main EU circular economy action plan. Learners will discover how to implement circular economy plans in their companies and organizations.
Aims	<p>The main aim is to present learners with a detailed overview of the concept of circular economy and discover how to implement circular economy plans in their companies and organizations</p>		
Materials Required	<ul style="list-style-type: none"> ● Computer ● Internet connection ● Printed materials to give to local participants 		
Step-by-step instructions	<p>Instructions:</p> <p>This activity will introduce you on how to trade in a circular model and the pluses and minuses of the transition towards a more resource efficient and circular economy as well as its broad interlinkages with international trade. You will acquire useful information about the personal, project and organisation circularity.</p> <p>We encourage you to focus on how trade can provide important opportunities to achieve economies of scale to use materials in a sustainable way and to drive resource efficiency and circular economy initiatives</p> <p>Title: “Trade, Resource Efficiency and Circular Economy” https://www.oecd.org/environment/trade-resource-efficiency-circular-economy.htm</p> <p>A transition towards a more resource efficient and circular economy has broad interlinkages with international trade, through cross border supply chains, end-of-life value chains, and services trade. Trade can provide important opportunities to achieve economies of scale to use materials in a sustainable way and to drive resource efficiency and circular economy initiatives. At the same time, it is essential to ensure that these trade flows do not result in environmental degradation. Since 2018, the OECD has been working on this topic to secure the mutual supportiveness of international trade and circular economy policies and initiatives.</p>		



UNIT 4: STAFF TRAINING



Implementation: The Activities provided below can be used individually or as part of a comprehensive learning experience. The Activities were designed in order to adhere to the needs of SMEs that want to adapt a more sustainable framework of operations, however they can be utilized by independent learners and adjusted accordingly to respond to any audiences.

This unit provides useful information and good practices in matters regarding to staff training and professional development, on how to build a successful training scheme to ensure the knowledge, skills and expertise are communicated throughout the SME and survive personnel turnover.

4.1. Training and Lifelong Learning in the Workplace

Title	Training and Lifelong Learning in the Workplace	Worksheet Code	4.1.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	45	Learning Outcomes	<p>Upon completion learners will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the reasons continuous training and lifelong learning in the workplace are important. 2. Illustrate to team members and/or other interested parties the connection between continuous training, skill and knowledge acquisition with elevated work performance. 3. Develop a list of areas connected to your professional setting that could be optimized with further training.





Aims	This activity aims to provide information regarding the importance of lifelong learning. In addition, it will equip the learners with tools for identifying specific areas and skills, specific to their workplace/nature of work, that further training could be applied.
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone or Paper Notes - pen and paper)
Step-by-step instructions	<p>Introduction:</p> <p>No company can achieve sustained success without skillful and knowledgeable workforce. Continuous learning is an effective way of increasing the knowledge, skills and abilities of workers and optimize their performance. Companies and organizations invest in safeguarding that their employees can perform their duties effectively. A vast number of relevant data results show that training is positively and directly associated to organizational performance and prosperity (Garavan et al., 2020; Hochholdinger, & Schilling, 2008).</p> <p>In a world of accelerating change, continuous training is the most important long-term investment a company can make.</p> <p>Instructions:</p> <p><u>Step 1:</u> Watch the video provided below and take notes of important points and notions you would like to further speculate and research.</p> <p>Video link: https://www.youtube.com/watch?v=yHSL3mGM-4A</p> <p>Video Duration: 19:29 minutes</p> <p>Title: Continuous, lifelong learning is the future of work.</p> <p>Description: The video demonstrates the importance of lifelong learning and training, whilst also pinpoints important pillars that will help the employees, managers, HR Professionals and other decision makers on how to successfully incorporate these notions to their company's culture.</p> <p>Keywords: Lifelong Learning, Work Performance, Training, Skillset, Growth Mindset.</p> <p>(Duration: 20 minutes)</p> <p><u>Step 2:</u> After watching the video and taking notes on important information relevant to your organizational settings, start drafting a plan on how to apply the lifelong learning and training philosophy into your company's culture.</p> <p>A few questions that can help you reflect on the matter are:</p>



	<ul style="list-style-type: none"> • Who is your training program's intended audience? • Do you want to train all the personnel together or will you group them according to their duties/positions? • What are your short-term and long-term objectives? • Do you have a specific timeframe for achieving those objectives? • How will you determine success? What are your KPIs (Key Performance Indicators)? • What kind of training method (online, face-to-face, blended or hybrid, self-learning) will be more suitable for your company goals? <p>(Duration 10 minutes)</p> <p><u>Step 3:</u> Identify skill gaps and future trends you need to address.</p> <p>As technology evolves, many companies experience a shortage of skillful workers who can utilize new technology and more advanced tools.</p> <p>To identify skill gaps before designing the training strategy you will follow, you need to investigate your available data. Liaison, if necessary, with the HR Department and request access to the CVs of your employees, employees' profiles, training data, etc. Analyze and study the available data in detail so you can get a clear picture of the skill landscape of the company.</p> <p>Detect and comprehend future tasks and skills relevant to your business. To help you identify those you can speculate the following questions:</p> <ul style="list-style-type: none"> • Which roles and skills are becoming more relevant in your industry? • Which ones are becoming less relevant? • How will specific job roles and skill profiles evolve in the future? • What skills are leading companies in your industry looking for? <p>(Duration: 15 minutes)</p>
--	---

4.2 Character Strengths in the Workplace

Title	Character Strengths in the Workplace	Worksheet Code	4.2.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing



Duration (in minutes)	40	Learning Outcomes	<p>Upon completion learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify their own personal character strengths using the VIA Classification. 1. Develop a strategy on how their character strengths can be utilized in their workplace. 2. Utilize their personal skills to increase their performance.
Aims	<p>The aim is to empower learners through identifying their own character strengths and develop a strategy on how to optimize their work-performance by utilizing their own character strengths. This practice will also enhance the overall feelings of “belonging” and “appreciation” in the workplace, since all team members will be appreciated for who they really are and have the freedom to be authentic.</p>		
Materials Required	<ul style="list-style-type: none"> ● Computer ● Access to the Internet ● Material for Notetaking (Digital Notes - tablet, phone or Paper Notes - pen and paper) 		
Step-by-step instructions	<p>Introduction:</p> <p>The study of character strengths at work has rapidly increased in the last several years. Directors, Human Resource professionals, Team Leaders and Managers are weaving character strengths activities to help their employees become more engaged, productive, and happy in their workplace, tasks and overall life experience.</p> <p>In the field of leadership in the workplace, there have been a wide range of leadership models that incorporate or use the VIA Classification model as a foundation or substantive part. A recent example can be found in the management field (Crossan et al., 2017; Monzani, Seijts, & Crossan, 2021).</p> <p>Instructions:</p> <p><u>Step 1:</u> Speculate and note down (digital or paper notes), 3 qualities or personality traits you possess, that help you maintain or elevate your work-career performance and how. (duration: 5 minutes)</p>		



Step 2: You are now invited to identify your own personal character strengths based on the VIA-Values In Action Classification created by Peterson and Seligman (2004), which recognizes 24 character strengths, categorized into six broader areas the “virtues”.

Character strengths are the positive parts of each persons’ personality and each person possess all 24-character strengths in different degrees, giving their unique character strengths profile. The virtues included in the VIA categorization are wisdom, courage, humanity, justice, temperance and transcendence.

To take the free test please follow the link provided:

<https://www.viacharacter.org/account/register>

(duration: 10 minutes)

Step 3: After receiving and studying carefully the results, brainstorm and write down ideas on how you could use each of your dominant top five characters strengths in a novel or productive way at your workplace.

For example, in case you got the trait “Fairness” you could utilize it in order to make sure that as a team leader you distribute fairly your time and efforts with the aim to guide each of your team members equally, without making any discriminations. Alternatively, if one of your dominant character strengths, is the “appreciation of beauty” you can use this in order to make the office premises more pleasing or comfortable in a way that boosts comfort and engagement during working.

(duration: 10 minutes)

Step 4: Pick one of the aforementioned dominant character strengths, and make a specific thorough plan on how you intent to use it today (or in case is late in the afternoon, the day after), where and how you intend to use it in your workplace. List the specific actions in the context you wish to apply it and try to use this strength as often as possible.

(duration: 5 minutes)

Step 5: Mindfully and purposefully continue with utilizing your dominant character strengths during one whole working week. You have the option to select whether you want to use and practice the same character strength for all days or practice a new character strength every day. Feel free to experiment, explore and tailor your plan according to your needs and wants.

Step 6: When the one week passes, reflect on the experience and note down what actions exactly you took, how you felt, what you learned from your experience and whether it helped to increase your work performance or work experience. Take advantage of this opportunity to pass the torch to your team and use the VIA Character Strengths Classification Tool to help others to identify, optimize and utilize their dominant character strengths in order to advance personally and professionally.

(duration: 10 minutes)



4.3. Growth Mindset in the Workplace

Title	Growth Mindset in the Workplace	Worksheet Code	4.3.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	35	Learning Outcomes	<p>Upon completion learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify opportunities for personal and professional growth. 2. Transfer the notion of “growth mindset” to others and in organizational settings. 3. Acquire knowledge for setting SMART Goals 4. Design personalized training plan according to the individuals’ needs using the SMART Goals approach.
Aims	This activity aims to provide information regarding the importance of adopting a “growth mindset” and approach challenges with excitement rather than fear and/or anxiety and strive to acquire new information and skills.		
Materials Required	<ul style="list-style-type: none"> ● Computer ● Access to the Internet ● Material for Notetaking (Digital Notes - tablet, phone or Paper Notes - pen and paper) 		
Step-by-step instructions	<p>Introduction:</p> <p>Growth mindset Definition: “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” (Dweck, 2015).</p>		



In professional settings, a “growth mindset” is another way to identify skill gaps that can be overcome with training, time, dedication and constant development. In addition, in company settings a growth mindset will help build trust and eliminate any communication obstacles between workers from different divisions and places in the company hierarchy. Fix-minded leaders tend to respond to failure with anger instead of viewing it as an opportunity to learn and improve. Moreover, leaders and workers with growth mindset are more open to receive suggestions and the advice of people with expertise in different disciplines and areas, hence maximizing the quality of their work outcomes.

Instructions:

Step 1: Watch the video provided below and take notes of important points and notions you would like to further speculate and research.

Video: <https://www.youtube.com/watch?v=r0qpJxEhOP4>

Video Duration: 3:46

Title: What Having a “Growth Mindset” Actually Means

Description: Individuals who believe their talents can be developed through hard work, good strategies, and input from others tend to achieve more than those who believe their talents are innate gifts.

Keywords: Growth Mindset, Positive Psychology, Self-Development, Neuroplasticity

Step 2: Watch the video provided below and take notes of important points and notions you would like to further speculate and research.

Video: <https://www.youtube.com/watch?v=Mjv7TBoAYSy>

Video Duration: 9:37

Title: Carol Dweck on “Developing a Growth Mindset Culture in Organizations” | Talks at Google

Description: Carol Dweck, Professor of Psychology and a leading expert in the field of motivation, talks about her research who has demonstrated the role of mindsets in students’ achievement and has shown how praise for intelligence can undermine motivation and learning.

Keywords: Growth Mindset, Motivation, Self-Development, Praise

Step 3: Take a few minutes to think about your work and tasks so you can identify areas and skills with room for improvement.

You can use the questions provided below for reflection:

- Any specific skills that you can improve so you can perform your work duties more effectively?
- Any specific knowledge areas that need improvement or updating?
- Are you championing yourself to try new things or are you holding back?



- Are you constantly telling yourself that any possibility of failure should be avoided at all costs?

(duration: 10 minutes)

Step 4: Review the Resources provided below for SMART Goals Setting

Corporate Finance Institute (2021) What are SMART goals?

Available from:

<https://corporatefinanceinstitute.com/resources/knowledge/other/smart-goal/>

Step 5: Identify at least one employability skills that you feel it can be improved and create a plan using SMART Goals that will enable you to improve your employability skills.

(duration: 10 minutes)



UNIT 5: LEADERSHIP & SME CULTURE

The aim of these sessions (Module 5) is to present sustainable management as the practice of conducting business operations in a way that minimizes negative impacts on the environment, society, and economy, while maximizing the positive impacts. Effective sustainable management also involves a continuous process of learning and improvement, in these sessions, organizations will learn to regularly evaluate their efforts and make adjustments based on feedback and new information.

Sustainable management is the practice of conducting business operations in a way that minimizes negative impacts on the environment, society, and economy, while maximizing positive impacts. Theory of Change is a methodology for planning and evaluating social change efforts that emphasizes the importance of understanding the underlying causes of social problems and the mechanisms through which change can occur.

In the context of sustainable management, theory of change can help organizations identify the specific actions they need to take in order to achieve their sustainability goals. By understanding the underlying causes of environmental and social problems, organizations can develop strategies that address the root causes of these problems and create lasting change. This can involve a variety of approaches, including data collection and protection, reducing greenhouse gas emissions, conserving natural resources, promoting social equity, and fostering economic growth.

Effective sustainable management also involves a continuous process of learning and improvement. Organizations need to regularly evaluate their efforts and make adjustments based on feedback and new information. A theory of change can help guide this process by providing a framework for setting goals, monitoring progress, and identifying areas for improvement.

5.1. Management, leadership, and SME culture

Worksheet Title	Management, leadership, and SME culture	Worksheet Code	5.1.
Type of resource	Activity, homework	Type of learning	self learn, learn by doing
Duration (in minutes)	120	Learning Outcomes	1. Learners will be able to discuss the three pillars of sustainability: environment, society, and economy 2. Learners will be able to link sustainable management to Responsibility for SMEs 3. Learners will be able to analyze case studies of successful theory of change approaches for SMEs





			4. Learners will be able to collaborate and communicate as pillars of sustainable management
Aims	The aim is to empower learners to become active multipliers of the project and of sustainable change in their own personal network.		
Materials Required	<ul style="list-style-type: none"> • Computer • Printed materials to give to local participants • Paper and pens for note taking 		
Step-by-step instructions	<p>Instructions:</p> <p>Learners will be invited to analyse a list of different organizations and projects in their national context (Country and city). They will conduct a small research to better understand what makes this projects interesting cases to debate and what are the efforts these companies are implementing to be more sustainable. We suggest using Eaternity as a case study and have prepared a infographic (aprox 60min)</p> <p>After this step, learners will produce a short summary on these companies. These summaries should be printed and kept for the next phase. (aprox 30min)</p> <p>Learners should organise a small gathering of their peers (3 to 6 people) and present the resources created in the previous phase. The different projects should be shortly summarized and a group discussion should follow. (aprox 30min)</p>		



UNIT 6: IMPLEMENTATION



Implementation: series of practical examples and best practices as well as step by step processes that build upon the knowledge acquired in previous units. All the material and information provided can be used by SMEs that want to adapt to a more sustainable framework of operations.

The aim of this unit is to provide learners with best practices that SMEs can implement regarding SDGs, sustainability, circular economy, staff training and leadership. The section introduces each best practice in detail, illustrates them using concrete implementation examples from European companies, and details them with step by step implementation procedure. This section uses a mix of videos and articles to introduce the best practices, as well as the example companies.

6.1 SDGs and SMEs

Worksheet Title	The SDGs and how companies can implement them in their strategy	Worksheet Code	6.1.
Type of resource	Video	Type of learning	Self-directed learning
Duration (in minutes)	13	Learning Outcomes	<ol style="list-style-type: none"> 1. Introduction to the principle of the SDGs in business and how they can be used 2. Discover how Koppert Biological System implemented the SDGs in its business strategy 3. Explanation of the steps a European SME should take to implement the SDGs in its business strategy.
Aims	Learn about the principle and implementation of the SDGs in a company's business strategy. Review a concrete example on the implementation of the SDGs in the business strategy by a European SME and understand the steps to implement the SDGs in your business strategy.		
Materials Required	<ul style="list-style-type: none"> ● PC, Internet connection 		
Step-by-step instructions	Instructions: <u>Step 1:</u> <ul style="list-style-type: none"> ● Read the text and the information provided ● Click on the first link to access the video (Video #1) ● When the first video is finish, click on the second link (Video #2) 		



Video #1: [UN Sustainable Development Goals - Overview](#)

Video #2: [The Sustainable Development Goals and Your Business](#)

Step 2:

Read the text and the information provided below.

Koppert Biological Systems is a Dutch company specialising in the production of biological products for agriculture and horticulture.

Founded in 1967, it offers sustainable solutions for the control of crop diseases and pests, using natural micro-organisms and herbal preparations. The company aims to contribute to a more sustainable and environmentally friendly agriculture.

Koppert focuses on reducing, and in the best-case scenario, completely stopping the use of pesticides in agriculture and horticulture. It also promotes the development of agricultural and horticultural techniques that are not ecocidal.

Koppert sees agriculture as an opportunity to feed the world's people while preserving nature and biodiversity. Today, agriculture is responsible for 30% of the world's greenhouse gas emissions. Every year, 4.6 million tonnes of chemical pesticides are sprayed into the environment.

To tackle this issue, Koppert is committed to meeting the major challenges of sustainable development represented by the 17 goals developed by the UN. Their aim is to use the major SDGs to ensure that they have a positive impact on the environment, society and the economy.

Koppert prefers to focus particularly on the SDGs relevant to agriculture, biodiversity and environmental conservation as well as climate related actions :



Figure 1. The SDGs on which Kopper chooses to focus

SDG 2 - Zero Hunger

The natural solutions developed by Koppert offer a way to meet this SDG, as it allows producers around the world to use environmentally sound farming techniques and products that promote sustainable yields from agricultural production. Koppert shares its knowledge with non-profit organisations, research centres and universities in order to reach out to the world's producers and transfer knowledge about sustainable agriculture.

SDG 9 - Industry, innovation and infrastructure

Innovation: Development of knowledge on horticulture and agriculture and development of sustainable organic solutions. Digital transport: development of research on digital agricultural technologies. Contribution to the evolution and development of the agriculture sector.

SDG 12 - Responsible consumption and production



Waste minimisation and energy efficiency: streamlining the production process and reducing CO2 emissions, switching to electric transport.

SDG 15 - Life on land

Development of sustainable, resilient and environmentally and health friendly alternatives: use only elements from nature (macro-organisms and micro-organisms). Raising awareness of the danger caused by the use of chemical pest control products and diseases among agricultural stakeholders.

SDG 17 - Partnerships for the goal

They promote the relationship and collaboration between internal and external partners. They make sure to keep communication flowing and above all to exchange knowledge to facilitate the development of the implementation of their solutions.

Koppert is a company dedicated to integrating the SDGs into their business strategy and developing their business to meet the major social and environmental challenges of today. It is clear that it will not be able to meet all 17 goals, but it is working daily to ensure that its values and business model are aligned with those mentioned above.

Step 3:

Read the information below and take notes/highlight information relevant to your settings.

Instructions:

Read the text and the information provided below:

To integrate the SDGs into its business strategy, an SME can take the following steps:

1. Know your purpose.

The objective here is to introspect your business to find its reason for being. Ask yourself the right questions. What does my business contribute?

2. Understanding the SDGs

The second step is to become familiar with the SDGs. It is important to know their different issues. The aim here is to make the link between the SDGs and companies and above all to understand the role that companies play through their responsibilities.

3. Defining priorities

Next, the value chain must be defined and identified in order to know its different impacts (positive or negative). The aim is to determine the perimeters of action and reflection in order to recover the data. When this is done, you can now define your priorities for action.

4. Setting goals

Then define KPIs that will allow you to quantify and measure your progress towards your goals. It is important here to define your level of ambition for each objective. Go at your own pace but keep motivated!



	<p>5. Integrating SDGs into your business strategy Merge your business model with the SDGs so that they become one with your business. Get help from partners and stakeholders who can point you in the right direction to achieve your goals. Implementing the SDGs in one's activity also means exchanging with associations and NGOs specialised in the defence of the social and environmental cause.</p> <p>6. Reporting and communicating Do not neglect this step as it will lead you to give visibility to your actions. But you must be careful with your reporting and the messages you want to communicate. Be honest, even if your objectives are not achieved!</p>
--	---

Bonus: SDGs and Resources for further reflection

Worksheet Title	Bonus: Resources for further reflection on the implementation of the SDGs in your business strategy	Worksheet Code	6.1. Bonus
Type of resource	Text and video	Type of learning	Self-directed learning
Duration (in minutes)	35	Learning Outcomes	Provide additional information resources on implementing the SDGs in a European SME business strategy
Aims	Increase your knowledge of the implementation of the SDGs in your company's business strategy through additional resources.		
Materials Required	PC, Internet connection		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided. Click on the first link and read the document (Resource #1) Click on the second link and watch the video (Resource #2)</p> <p>Resource #1: SDG Compass - The guide for business action on the SDGs</p> <p>Resource #2: Why do the SDGs matter for your business?</p>		

6.2. Corporate reporting and SDGs

Worksheet Title	Corporate reporting and SDGs	Worksheet Code	6.2.
------------------------	------------------------------	-----------------------	------



Type of resource	Video, Text,	Type of learning	Self-directed learning
Duration (in minutes)	11	Learning Outcomes	<ol style="list-style-type: none"> 1. Introduction to the principle integrating SDGs into corporate reporting. 2. Discover how Telenor integrated SDGs into its corporate reporting. 3. Explanation of the steps an SME should take to integrate SDGs into corporate reporting.
Aims	Learners will familiarize themselves with SDGs integration into corporate reporting. Discover and understand a concrete example on SDGs integration into its corporate reporting of a European SME. Furthermore, learners will comprehend the steps needed to integrate SDGs into their corporate reporting and replicate it.		
Materials Required	<ul style="list-style-type: none"> • PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Read the text and the information provided. Click on the first link to access the video (Video #1). When the first video is finish, click on the second link (Video #2).</p> <p>Video #1: Tools for reporting on the Sustainable Development Goals Video #2: Business Reporting on the SDGs: Corporate Action Group</p> <p><u>Step 2:</u> Read the text and the information provided. Telenor is a Norway-based telecom company active in 10 countries across Nordic Europe and Asia, serving 158 million customers and generating 99 billion NOK in 2022.</p> <p>Telenor was founded in 1855 to build a telegraphy network for Norway. It soon delved into telephone and broadcasting networks, and now provides mobile services and digital innovations.</p> <p>Telenor's purpose is to empower societies and connect people to what matters most. This motto has been at the core of the business for more than 165 years. Today internet connectivity impacts nearly every part of people's lives, and the company believes in making technology personalised and relevant for its customers. It's about more than good business; we empower societies.</p>		



	<p>Besides its purpose, The Norwegian telecom giant displays a strong culture embodied by four behaviours: (1) Always explore, (2) Create together, (3) Keep promises, and (4) be respectful.</p> <p>Lastly, everyone working with or for Telenor is required to commit to, abide by and annually renew their signature on its Code of Conduct. The Code of Conduct is the foundation of Telenor's corporate culture and sets high standards of integrity for how it does business. The document guides employees through day-to-day dilemmas and is the basis of the company's integrity.</p> <p>Armed with this solid foundation, Telenor made the choice to infuse SDGs into its day-to-day business. As such, the company identifies that the heart of its business functions is to provide sustainable, innovative, and resilient infrastructure (SDG9 and SDG13). Through its services and programmes, Telenor is committed to reducing inequalities (SDG10), empowering women and girls (SDG5), and helping enable quality education (SDG4). Together, these five SDGs form the bedrock of the company's global commitments.</p> <p>It feels therefore natural that Telenor directly integrates SDGs into its corporate reporting. Through 2018 to 2020, the company produced a specific annual <i>Impact Assessment Report</i> in which it develops and assesses its goals, responsibilities, and impact to the SDGs. This impact can be seen through two lenses: (i) the positive impact of Telenor's products and services on the SDG targets and (ii) how Telenor's potential and actual risks may also impact the SDG targets. Each impact Assessment report is presented and summarised on Telenor's corporate website in the <i>SDG Impact session</i>, along with the link to download the full report.</p>
--	---



Search

Menu

Sustainability | Responsible Business | Digital inclusion and diversity | Climate and environment | SDG Impact | More

Home > Sustainability

SDG Impact Assessment

At Telenor, we continue to evolve our services, operations, and targets as they relate to the SDGs. At the heart of our business functions is a drive to provide sustainable, innovative, and resilient infrastructure (SDG9 & SDG13). Through our services and programmes, we are committed to empowering societies by reducing inequalities (SDG10), empowering women and girls (SDG5), and helping enable quality education (SDG4). Together, these five SDGs form the bedrock of our global commitments.

SDG impact assessment 2020

Telenor continues to develop and assess our goals, responsibilities, and impact as they relate to the SDGs.

[Access SDG impact assessment report 2020](#)

SDG impact can be seen through two lenses. The first lens describes the positive impact of Telenor's products and services on the SDG targets. The second shows how Telenor's potential and actual risks may also impact the SDG targets. Together, they paint a broad and interconnected picture of which SDGs Telenor has most impact on and engagement with. In our yearly SDG Impact Assessment, the size of each SDG icon reflects Telenor's impact.

Our methodology is based on principles put forth in the UN Global Compact and GRI report, Integrating the SDGs into corporate reporting: a practical guide. Each year, Telenor works to assess initiatives and risks that could impact the SDGs, map these initiatives and risks against specific SDG targets and rank the SDGs based on the frequency of the SDG targets addressed. The results of the ranking is then reflected in the size of the SDG icons within the yearly SDG Impact Assessment report.

SDG impact assessment is performed as part of the company's materiality assessment process and as of 2021, the assessment is published in the Sustainability Report.

Previous reports

2019 - Telenor SDG Impact Assessment	
File description goes here • PNG	
2018 - Telenor SDG Impact Assessment	
File description goes here • PNG	

Figure 2. The SDG Impact Assessment section on Telenor's website (April 28th 2023)

Step 3:

Continue your reading and research with the information provided below.

To integrate SDGs into corporate reporting, a SME can follow a five steps process:

1. Identify the SDGs and related targets that the company positively or negatively impacts through its course of action
2. Evaluate the company's positive and/or negative impacts to the identified SDGs and related targets
3. Choose a visualisation method to display the results
4. Incorporate SDG and targets identification, evaluation and visualisation into a corporate report
5. Publish the report to make it available to the targeted audience





6.2. Bonus: Resources for further reflection on SDGs integration

Worksheet Title	Bonus: Resources for further reflection on SDGs integration	Worksheet Code	6.2. Bonus
Type of resource	Text	Type of learning	Self-directed learning
Duration (in minutes)	30	Learning Outcomes	Provide additional information resources on integrate SDG into corporate reporting the SDGs in a European SME business strategy
Aims	Learners will increase their knowledge of the SDGs integration into your company's corporate report through additional resources.		
Materials Required	<ul style="list-style-type: none"> PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided.</p> <p>Click on the first link and read the document (Resource #1).</p> <p>When you finish to read the first document, click on the second link and read the document (Resource #2).</p> <p>Ressource #1: Telenor's 2020 Impact Assessment Report</p> <p>Ressource #2: How to report on the SDGs by KPMG</p>		

6.3. Introduction to energy efficiency

Worksheet Title	Introduction to energy efficiency	Worksheet Code	6.3.
Type of resource	Video	Type of learning	Self-directed learning
Duration (in minutes)	8	Learning Outcomes	<ol style="list-style-type: none"> 1. Introduction to energy efficiency and its benefits for a company. 2. Explanation of the steps an SME should take to improve energy efficiency.
Aims	Learners will watch videos that introduce them to the energy efficiency topic and solutions that exist. By reading the case study, learners will familiarise themselves with the company and distinguish how Opinel implements the best		



	practice. Then, learners will follow the step by step logic on how to implement the best practice and try to remember as much of the content as possible.
Materials Required	<ul style="list-style-type: none"> PC, Internet connection
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Read the text and the information provided. Click on the first link and watch the video (Video #1) When the first video is finish, click on the second link (Video #2) When the second video is finish, click on the third link (Video #3)</p> <p>Video #1: What is energy efficiency?</p> <p>Video #2: The energy efficiency solutions</p> <p>Video #3: Why save energy?</p> <p><u>Step 2:</u> Read the text and the information provided. The Opinel company has manufactured wooden-handled knives since 1890 from its headquarters in Saint-Jean-de-Maurienne, Savoie, France. The company sells approximately 15 million knives annually.</p> <p>To reduce their impact on the environment and manufacture sustainable products, Opinel has adopted eco-friendly production processes by using recyclable materials, sorting waste, using cardboard packaging with green inks, and working primarily with local suppliers to reduce pollution from transport.</p> <p>In an attempt to waste as little as possible in their manufacturing process, they have developed a circular heating system. In fact, they use the energy released by the air compressors, and the burning of the wood chips to fuel 100% of the heating systems for the workshops and the offices.</p> <p>Furthermore, they use 100% energy-saving light bulbs and measure their energy consumption regularly.</p> <p>This energy efficiency strategy allows Opinel to save up to 40,000 € per year.</p> <p><u>Step 3:</u> Read the text and the information provided. To integrate the energy efficiency into its business strategy, an SME can take the following steps:</p> <ol style="list-style-type: none"> Measure Identify the energy created, consumed and lost.



	<p>To do so, check your energy bills, and work with experts to verify your energy consumption through your value chain, as well as the quality of your infrastructure to get what is called an energy audit.</p> <p>2. Evaluate</p> <p>The audit will show you the energy created, consumed, and lost. Identify the opportunities to reuse the energy created, change your energy source, or reduce your energy consumption, and improve your infrastructure to avoid lost energy.</p> <p>3. Design</p> <p>Design the implementation plan for each solution identified, the resources required, the implementation time and the energy targets.</p> <p>4. Implement</p> <p>Select the solutions and implementation partners (internal and/or external) to carry out the changes.</p> <p>5. Control</p> <p>Verify the results post-implementation: the energy consumption and the improvements made to reduce energy lost and increase the energy efficiency of your installations</p>
--	---

6.3. Bonus: Resources for further reflection on energy efficiency

Worksheet Title	Bonus: Resources for further reflection on energy efficiency	Worksheet Code	6.3. Bonus
Type of resource	Text	Type of learning	Self-directed learning
Duration (in minutes)	45	Learning Outcomes	Provide additional information resources improve energy efficiency for a European SME
Aims	Learners will deepen their understanding of the practice by further exploring the authoritative knowledge on the topic.		
Materials Required	<ul style="list-style-type: none"> PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided.</p> <p>Click on the first link and read the document (Resource #1).</p> <p>When you finish, click on the second link (Resource #2) and read the document.</p>		



	<p>Resource #1: Best Practices and Case Studies for Industrial Energy Efficiency Improvement Capacity4dev (europa.eu)</p> <p>Resource #2 : Executive summary – Energy Efficiency 2021 – Analysis - IEA</p>
--	--

6.4. Introduction to the Run Life Cycle Assessment (LCA)

Worksheet Title	Introduction to the Run Life Cycle Assessment (LCA)	Worksheet Code	6.4.
Type of resource	Video, Text,	Type of learning	Self-directed learning
Duration (in minutes)	11	Learning Outcomes	1. Present basics principles of Life Cycle Assessment (LCA) in business. 2. Discover how MUD Jeans runs Life Cycle Assessment (LCA). 3. Comprehend how MUD Jeans runs Life Cycle Assessment (LCA).
Aims	Learners will watch this video which presents the basic principles of LCA in business. It provides a better understanding of how a company can use this tool. By reading the case study, the learners, will familiarise themselves with the company and distinguish how MUD Jeans implements the best practice. Lastly, the readers will follow the step-by-step logic to implement the best practice and try to remember as much of the content as possible.		
Materials Required	<ul style="list-style-type: none"> PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Click on the link and watch the video (Video #1)</p> <p>Video #1: The principles of Life Cycle Assessment (LCA)</p> <p><u>Step 2:</u> Read the text and the information provided.</p> <p>MUD Jeans is a sustainable fashion company based in the Netherlands. It offers eco-responsible jeans made from organic cotton and recycled materials. The company also focuses on reducing its carbon footprint by using sustainable production processes and offering a jeans rental service. MUD Jeans promotes a circular economy by recycling used jeans into new clothing.</p> <p>This company is committed to the cause of creating a positive impact on the environment and identifying what it can contribute through its business activity. It</p>		



has been B Corp® certified since 2015 and has received several awards for its environmental actions.

To measure its environmental impact, MUD Jeans conducted a Life Cycle Assessment of its product using the ReCipe method. This life cycle impact assessment method simplifies and reduces the results to a limited number of indicator scores. These scores explain the relative severity of an impact category.

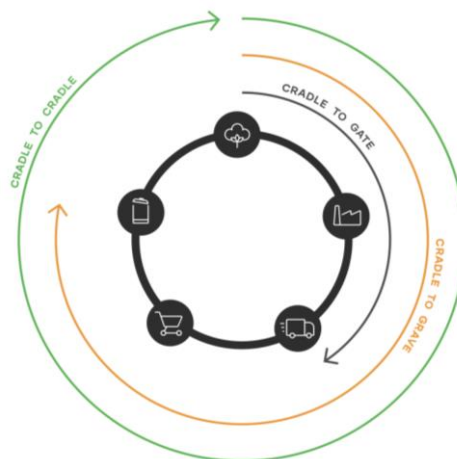


Figure 3. Supply chain stages in LCA (MUD Jeans LCA Analysis, 2022)

In this analysis, MUD Jeans focused primarily on the impact of its products on the "Cradle to Gate" stage. That is, the entire process from extraction until the product gets shipped to the customer or the retailer. MUD Jeans willingly chose not to consider the end of life of the product (waste stage), because being a circular company, MUD Jeans recycle all jeans. To conduct LCA, MUD Jeans asked an expert to guide them through the analysis. The process was simple.

First, MUD Jeans had to collect all the data needed to conduct the environmental impact analysis of its products. In order to do this, MUD Jeans was required to approach their four main stakeholders included in the supply chain that includes transportation, fuel, energy, water and chemicals. Once collected, this information was added to their LCA expert's platform along with other data in order to get an overall view of the impact caused by the production of each product.

The next step was to interpret the different results. The company preferred to have an overview of the impact of the different product styles in its catalogue.

Finally, the company built a visual interpretation of the results obtained regarding the impact of MUD Jeans' product range. It became easy to identify the model with the lowest impact, the one with highest impact and the average including each impact variable.



Impact —overview

With this LCA we now have a clear overview of the impact of the styles in our collection. In this section we aim to depict the distribution of impact across our styles. We do this by showing you the style with the lowest, highest and average impact on each impact variable. Note that while the charts distinguish between style and wash, the impact of each is not defined by the wash itself but by the whole production process they undergo.

Regular Bryce - Dry Spirit
This is our lowest impact jeans made with deadstock fabric, from which the raw materials is not accounted for.

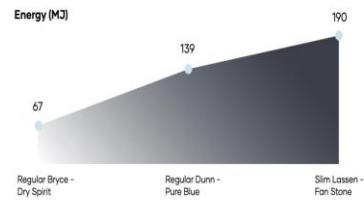
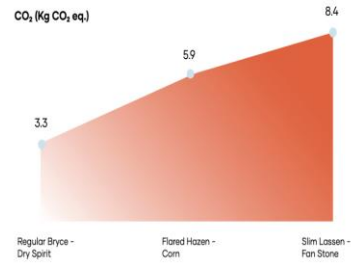
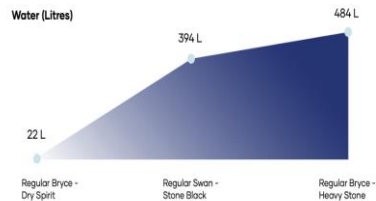


Figure 4. Variation of the different impacts (water, CO₂ emissions and energy consumed) according to product style. (MUD Jeans LCA Analysis, 2022)

Step 3:

Read the text and the information provided.

To conduct a life cycle assessment of its products, an SME can take the following steps:

1. 1. Definition of the objective and scope of the study

This step consists of clearly defining the objective of the study and specifying the scope of the system to be assessed. It is important to determine the boundaries of the system under study, i.e. what will be included in the study and what will be excluded. It is during this phase that the company determines which model will be used. Either "Cradle to Cradle", "Cradle to Grave" or "Cradle to Gate".

2. 2. Life cycle assessment

Step 2 of the LCA involves the identification and quantification of the material and energy flows associated with each stage of the product's life cycle. This step requires the collection of primary and secondary data on the various activities associated with the product, including raw material extraction, component and final product production, transportation, use and disposal of the product. The data collected should be standardised and harmonised to allow comparison between the different stages of the product life cycle and to avoid double counting. Life cycle assessments are often carried out using specialised software, which allows material and energy flows to be modelled in a format compatible with international



	<p>standards such as ISO 14040.</p> <p>3. 3. Impact assessment This step consists of assessing the environmental impacts of the different stages of the product's life cycle. The impacts can be assessed in terms of natural resource depletion, greenhouse gas emissions, water pollution, air pollution, land pollution, etc.</p> <p>4. 4. Interpretation This step consists of interpreting the results of the study by comparing the environmental impacts of the product with those of other similar products or with environmental objectives. This step will also identify the stages of the life cycle with the greatest environmental impact and suggest ways to improve these impacts.</p>
--	---

6.4. Bonus: Resources for further reflection on running a Life Cycle Assessment (LCA)

Worksheet Title	Bonus: Resources for further reflection on running a Life Cycle Assessment (LCA)	Worksheet Code	6.4. Bonus
Type of resource	Text	Type of learning	Self-directed learning
Duration (in minutes)	20	Learning Outcomes	Provide additional information resources on running a Life Cycle Assessment (LCA)
Aims	Learners will deepen their understanding of the practice by further exploring the example company's implementation and accessing authoritative knowledge on the topic.		
Materials Required	PC, Internet connection		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided. Click on the first link and read the document (Resource #1). When you finish, click on the second link, and read the document (Resource #2).</p> <p>Ressource #1: MUD Jeans - Life Cycle Analysis Report, 2022</p> <p>Ressource #2: Life Cycle Assessment (LCA) – Complete Beginner's Guide</p>		



6.5. Introduction of sustainable design and its close cousins

Worksheet Title	Introduction of sustainable design and its close cousins	Worksheet Code	6.5.
Type of resource	Text	Type of learning	Self-directed learning
Duration (in minutes)	12	Learning Outcomes	<ol style="list-style-type: none"> 1. Introduction and definition to the principle of sustainable design. 2. Discover how Nilar apply sustainable design on their products. 3. Explanation of the steps a European SME should take to apply a sustainable design to their products or services
Aims	Learners will read the article and text, familiarise themselves with the information provided and try to remember as much of the content as possible. Moreover, they will follow the step-by-step logic to implement the best practice and try to remember as much of the content as possible.		
Materials Required	<ul style="list-style-type: none"> ● PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Read the text and the information provided. Click on the link and read the article (Article #1). Article #1 : Guide to Ecodesign, sustainable design & circular design by Zazala Quist (Ecochain). This article provides clear definitions of the related notions of eco design, sustainable design and circular design, and summarises the need for these new types of designs.</p> <p><u>Step 2:</u> Read the text and the information provided. Nilar is a Swedish manufacturer of sustainable batteries. Nilar enables safe and sustainable energy systems through its pioneering battery technology, with a focus on developing and producing batteries, control systems, and an oxygen replenishment technology. With Nilar's unique and patented technology for refilling oxygen, the life of Nilar's battery pack can be restored at least three times. Nilar's core value proposition is built around the ReOx® Technology that allows batteries to be revived to full capacity at least 3 times.</p>		

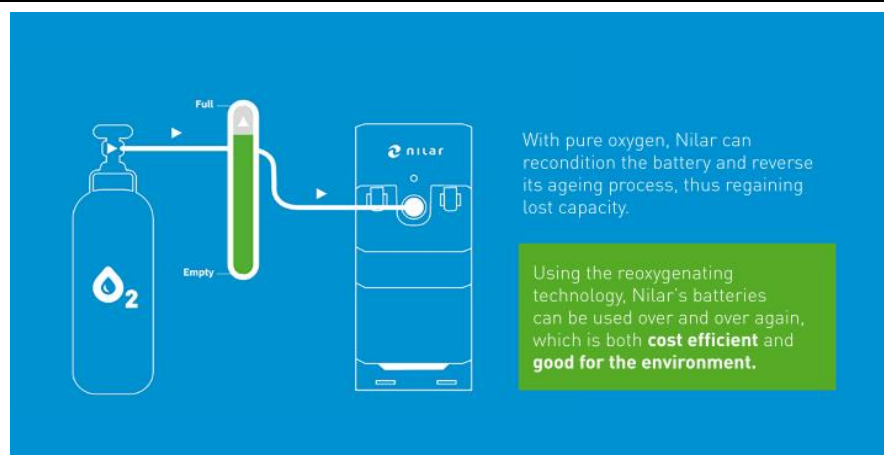


Figure 5. Nilar's ReOx technology

In addition, Nilar's batteries are designed to simplify reuse and recycling. The batteries use nickel as raw material, which is easy to recycle. (Any residues are sent for recycling). When batteries wear out, they are returned to Nilar for re-use and processing prior to recycling of the constituent material.

Finally, Nilar aims to reduce waste by reusing electrode powder lost during production directly into the production process. Method development has taken place together with Uppsala University and ReSiTec, with tests of the method now underway in our production.

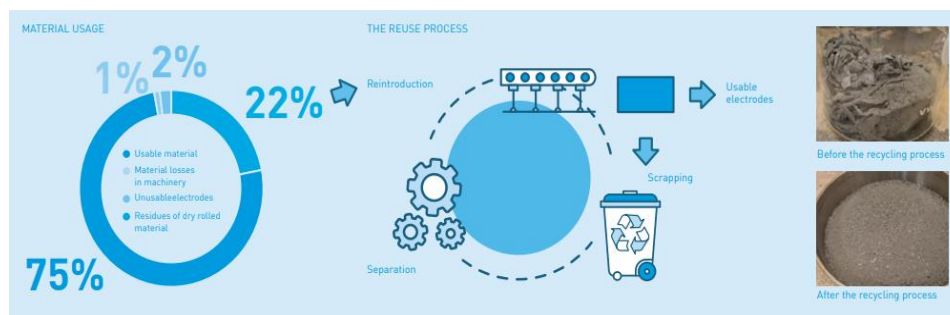


Figure 6. Nilar's recycling process

Step 3:

Read the text and the information provided.

To apply sustainable design to its products, a SME can follow a six steps process:

1. Build a business-fit value proposition around a sustainable product.
2. Train your design team into sustainable design and provide them the relevant tools.
3. Assess the impacts of your designs using a Life Cycle Analysis (LCA)
4. Evaluate the feasibility of the design in terms of cost, availability of skills and materials.
5. Create or change your production process to integrate the sustainable design requirements.
6. Communicate on the sustainability aspects of your products to all stakeholders



6.5. Bonus: Resources for further reflection on sustainable design for products and services

Worksheet Title	Bonus: Resources for further reflection on sustainable design for products and services	Worksheet Code	6.5. Bonus
Type of resource	Text	Type of learning	Self-directed learning
Duration (in minutes)	60	Learning Outcomes	Provide additional information resources on apply sustainable design for a European SME products or services
Aims	Learners will deepen their understanding of the practice by further exploring the example company's implementation and accessing authoritative knowledge on the topic.		
Materials Required	<ul style="list-style-type: none"> PC, Internet connection 		
Step-by-step instructions	<p>Instructions: Read the text and the information provided. Click on the first link and read the document (Resource #1). Click on the second link (Resource #2) and read the document.</p> <p>Ressource #1: Nilar's 2021 Sustainability Report</p> <p>Ressource #2: Rethink: Why sustainable product design is the need of the hour (by CapGemini)</p>		

6.6. Usage economy

Worksheet Title	Usage economy	Worksheet Code	6.6.
Type of resource	Text	Type of learning	Self-directed learning
Duration (in minutes)	21	Learning Outcomes	<ol style="list-style-type: none"> 1. Introduction to the principle of usage business model. 2. Discover how Mini Green Power deploying a business model based on usage economy. 3. Explanation of the steps a European SME should take to switch to a usage business model.



			<p>4. Introduction to the assessment of Training Needs Analysis.</p> <p>5. Discover how Tarkett implement a Training Needs Analysis process into the company.</p> <p>6. Explanation of the steps a European SME should take to conduct a Training Needs Analysis.</p>
Aims	Learners will read the article, employees familiarise themselves with the information provided in order to apply relevant notions to their own settings. They will be given information on how to follow the step-by-step logic in order to implement the best practices.		
Materials Required	<ul style="list-style-type: none"> • PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u> Read the text and the information provided. Click on the link and read the article (Article #1). Article #1 : Usage economy: definition by Econocom. This article provides an exhaustive definition of what the usage economy is, replaces it into its historical context and discusses how this notion can be a source of opportunities for businesses.</p> <p><u>Step 2:</u> Read the text and the information provided. Mini Green Power is a French renewable energy production company. Founded in 2014, the company was born out of a double observation : (i) tomorrow's energy will be generated locally by small decentralised units and (ii) waste recovery is a key element of the ongoing energy transition in our societies.</p> <p>Mini Green Power builds and operates small units producing heat and/or electricity from green waste. The company promotes a strong vision of the circular economy based on three pillars : (1) sustainable sourcing with local and renewable resources, (2) the longest possible service life of the installations and (3) a functional approach based on the use rather than the sale of facilities.</p> <p>Concretely, the functional approach requires that instead of selling the units to its clients, Mini Green Power retains ownership of the facilities and instead sells waste recovery and low carbon electricity.</p> <p>By adopting this business model, Mini Green Power is able to increase its economical efficiency.</p>		

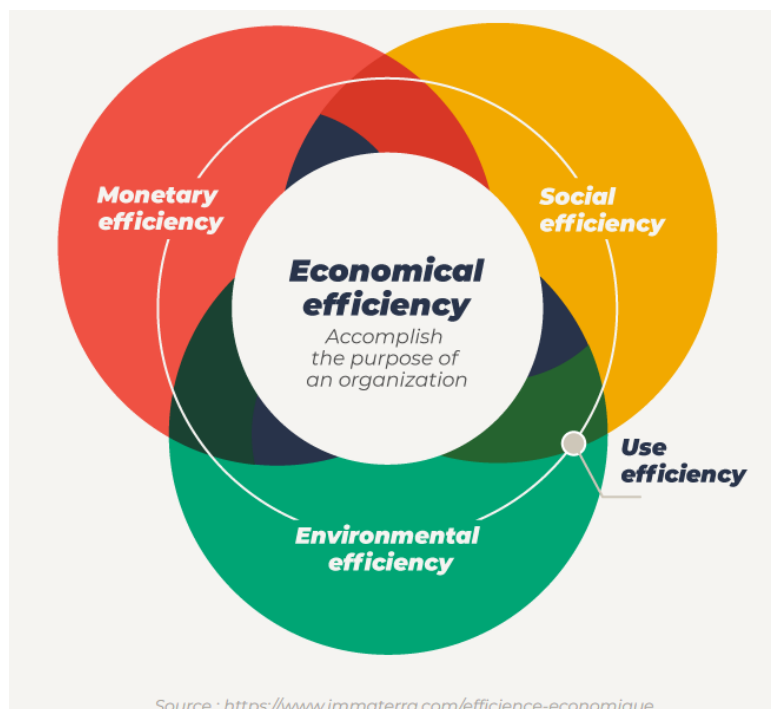


Figure 7. The full picture of economical efficiency (source: Immaterra)

The adoption of a usage business model requires Mini Green Power to market an integrated solution to its client, valuing intangibles resources (data, knowledge, connections, etc.) as much as possible:

- Custom design
- Management of regulatory issues
- Responsibility of financing, operations, and maintenance
- Decrease of clients' costs (waste treatment and/or electricity bill)
- Lowest possible environmental impacts (filtration of fume, quality equipment)
- Management of end of life of the plant

Step 3:

Read the text and the information provided.

To switch to a usage business model, a SME can follow a four steps process:

1. Diagnose its business model and identify the underlying performance dynamic.
2. Identify already available intangible resources.
3. Design an integrated solution.
4. Build contracts based on usage and/or performance of the solution.

Step 4:

Read the text and the information provided.

Click on the first link and read the article (Article #1).

Article #1 : [What is a Training Needs Analysis or Needs Assessment by Cognota](#)



This article provides a better understanding of the subject of Training Needs Analysis and how it can be used in an SME.

Step 5:

Read the text and the information provided.

Tarkett is a French company specialised in the production and sale of flooring and sports surfaces. Founded in 1886, it is now present in more than 100 countries around the world. Tarkett offers a wide range of products for the residential, commercial and sports sectors, with brands such as Johnsonite, Tandus Centiva and Desso. The company is committed to environmental and social sustainability, with initiatives to reduce its carbon footprint, promote the health and well-being of the users of its products, and support the local communities in which it operates.

One of its concerns is to ensure the development and performance of its workforce. To this end, it has implemented a programme of continuous improvement and operational excellence called World Class Manufacturing.

This programme ensures that employee safety is improved, customer service and quality are enhanced, the impact of the Group's activities on the environment is reduced while optimising resource management and improving industrial performance.

These training courses are decided on the basis of the vision and objectives identified by the company beforehand. Through coaching, training and sharing of best practices, Tarkett aims to provide a simple programme that guarantees promising results and a healthy working environment for its employees.

In order to know the training needs of its employees, Tarkett solicits the human resources teams to carry out an in-depth analysis and establish an action plan.

By 2021, 56% of Tarkett's permanent employees have had a performance and development review.

Step 6:

Read the text and the information provided.

To conduct a Training Needs Analysis, an SME can take the following steps:

1. **Identify training objectives**
2. **Collect data**
3. **Analyse data**
4. **Prioritise training needs**
5. **Design a training plan**
6. **Implement and evaluate the training plan**



6.6. Bonus: Resources for further reflection on how to conduct a Training Needs Analysis in a company

Worksheet Title	Bonus: Resources for further reflection on how to conduct a Training Needs Analysis in a company	Worksheet Code	6.6. Bonus
Type of resource	Video	Type of learning	Self-directed learning
Duration (in minutes)	10	Learning Outcomes	Provide additional information resources on how to conduct a Training Needs Analysis into a European SME
Aims	Learners will deepen their understanding of the practice by further exploring the example company's implementation and accessing authoritative knowledge on the topic.		
Materials Required	<ul style="list-style-type: none"> PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided. Click on the link and watch the video (Resource #1).</p> <p>Resource #1: Video - How to conduct a Training Needs Analysis</p>		

6.7. Employees volunteering initiatives.

Worksheet Title	Employees volunteering initiatives	Worksheet Code	6.7.
Type of resource	Video, Text	Type of learning	Self-directed learning
Duration (in minutes)	11	Learning Outcomes	<ol style="list-style-type: none"> 1. Introduction to the employee's involvement in volunteer days in partnership with association or NGOs. 2. Discover how Verco involve their employees in volunteer days in partnership with associations and NGOs. 3. Explanation of the steps a European SME should take to develop employee volunteering initiatives



Aims	Learners will watch two videos that introduce them to employee volunteering initiatives. Moreover, they will read the text, familiarise themselves with the company and distinguish how Verco implements the best practice. Lastly, Learners will follow the step-by-step logic to implement the best practice and try to remember as much of the content as possible.
Materials Required	<ul style="list-style-type: none"> ● PC, Internet connection
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u></p> <p>Read the text and the information provided. Click on the first link and watch the video (Video #1). When you finish, click on the second link and watch the second video (Video #2).</p> <p>Video #1: How Employee Volunteering Helps Cognizant - YouTube</p> <p>Video #2: What is volunteering? - YouTube</p> <p><u>Step 2:</u></p> <p>Read the text and the information provided. Verco is an energy management and sustainability business with 30 years' experience at the cutting-edge of the low carbon economy.</p> <p>They help companies reduce their environmental impact and save money through data driven analysis, grounded advice and real-world solutions.</p> <p>Through their volunteering days they help to preserve natural environments, working with Wildlife Trusts and other environmental organisations since 2015.</p> <p>Here are few initiatives they participated since 2019:</p> <p>The Friends of Eastwood farm</p> <p>Verco's Overmoor team contributed to increasing the meadow diversity by removing turf and replanting wildflowers.</p> <p>Brockholes nature reserve</p> <p>The Verco Team removed invasive trees and repurposed them as lodging for a beautiful sustainable look-out point on the lake.</p> <p>Primrose Hill Community Woodland</p> <p>Verco donated a day to help maintain the 24-acre community woodland on the Western edge of Bath.</p> <p>Brockholes nature reserve</p> <p>Verco Chorley returned to this Wildlife Trust Nature Reserve, helping to maintain the meadows by removing ragwort and dock which are unsuitable for livestock.</p>



	<p>Stepney City Farm</p> <p>The company collected nettles to make valuable liquid fertiliser for use on the farm and removed poisonous plants.</p> <p><u>Step 3:</u></p> <p>Read the text and the information provided.</p> <p>To develop an employee volunteering initiative, an SME can take the following steps:</p> <ol style="list-style-type: none"> 1. Select initiatives aligned with your business 2. Contact organisations to partner with 3. Present the initiative to your employees and ask for volunteers 4. Collaborate with the partner to organise the initiative with the volunteers 5. Report and communication about the initiative <p>Tips: Involve your employees all along the journey from identifying relevant initiatives to the organisation of the volunteering activities.</p>
--	---

6.7. Bonus: Resources for further reflection on the development of volunteer and corporate programs

Worksheet Title	Bonus: Resources for further reflection on the development of volunteer and corporate programs	Worksheet Code	6.7. Bonus
Type of resource	Text and video	Type of learning	Self-directed learning
Duration (in minutes)	25	Learning Outcomes	Provide additional information resources of volunteer programs development in a European SME
Aims	Learners will deepen their understanding of the practice by further exploring the authoritative knowledge on the topic.		
Materials Required	<ul style="list-style-type: none"> ● PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided.</p> <p>Click on the first link and read the document (Resource #1).</p> <p>Click on the second link and read the second document (Resource #2).</p>		



	<p>Resource #1: Volunteer Programs That Employees Can Get Excited About (hbr.org)</p> <p>Resource #2 : 20 Unique Corporate Volunteer Programs Examples (galaxydigital.com)</p>
--	--

6.8. Governance Model

Worksheet Title	Governance Model	Worksheet Code	6.8.
Type of resource	Video, Text	Type of learning	Self-directed learning
Duration (in minutes)	17	Learning Outcomes	<ol style="list-style-type: none"> 1. Introduction to the principle of a liberated company and the Holacracy model. 2. Discover how Soulbottles transformed its governance model and adopted Holacracy model. 3. Explanation of the steps a European SME should take to adopt a new governance model.
Aims	Learners will read the article and watch the video, familiarise themselves with the information provided and try to remember as much of the content as possible. Moreover, through the provided Case Study they will be able to distinguish how Soulbottles implements the best practice. Lastly, the learners will follow the step-by-step logic to implement the best practice and try to remember as much of the content as possible.		
Materials Required	<ul style="list-style-type: none"> ● PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u></p> <p>Read the text and the information provided. Click on the first link and read the article (Article #1). When you finish to read it, click on the second link and watch the video (Video #1). Article #1: What is a liberated company by Holaspirit. This article provides an introduction to the concept of a liberated company and explains why this change in governance may be needed.</p> <p>Video #1: What is holacracy ? by holacracy.org. This video briefly explains the concept of holacracy to a new audience.</p>		



Step 2:

Read the text and the information provided.

Soulbottles is a German manufacturer of glass and metal bottles founded in 2012, generating 5 M€ in revenues and employing 70 persons.

By producing 100% plastic-free products, the Berlin company fights global plastic waste and donates a Euro per sale to Viva con Agua's drinking water projects. Soulbottles is a certified B Corporation (best ranked in Germany), meeting higher standards of transparency, accountability, and performance

In addition, Soulbottles' management quickly decided to adopt a new way of organising themselves by adopting a new form of governance named *holacracy*.

When Soulbottles' team grew to more than ten people in 2014, management knew they needed a structure. They drew inspiration from Frederic Laloux's book *Reinventing Organizations* and discovered holacracy.

They quickly tested this form of governance because they understood that (i) "self organisation" is a better and quicker way to make decisions, and (ii) a strong company needs a strong purpose with which all aspects need to be aligned. Holacracy provides the recipe on how a company is supposed to do it.

In practice, Soulbottles quickly realised that they needed a few rules in order to work well together. They chose to implement holacracy as a reliable system for changing structures flexibly and democratically.

As a result, Soulbottles has empowered its team to make use of their entrepreneurial side. Everyone has grown into becoming his/her own boss and has learnt to rely on the holacratic rules to prevent chaos. Holacracy has become a very important part of the company's culture.

Over time, Soulbottles nevertheless noticed weaknesses about Holacracy that were not easy to deal with. For example, the "holacracy constitution" which details all the rules is a long and tedious document written in a foreign sophisticated language (English). Also, the original variant of holacracy is very technical and puts the processes more in the foreground than "the human aspect" (a criticism shared among other holacracy practitioners).

Therefore, Soulbottles put a lot of time and energy into translating the constitution, simplifying it and adding the human element at the core. The result became Soulbottles' very own *souLOS* (soulful organisation system) which has become the foundation of the company. Interestingly, SoulOS also contains many aspects of Nonviolent Communication.



wie arbeitet soulbottles? unser soulOS (soulful-Organization-System)

Tags: Organisation, Bcorp, Gründer, GfK, Holacracy

Figure 8. Soulbottles' SoulOS

Step 3:

Read the text and the information provided.
To adopt a new governance model, a SME can follow an eight steps process:

Preparatory phase

1. Determine if the organisation is ready.
2. Test the new governance principles through hiring a consultant or training some people.
3. Find a coach to support you when you launch.
4. Make a plan for onboarding team members.
5. Find an IT tool supporting new governance processes (e.g. Glassfrog for holacracy).
6. Setup your organisation within the tool
7. Find a Way to Measure Your Progress
8. Launch!

6.9. Chief Well-Being Officer

Worksheet Title	Chief Well-Being Officer	Worksheet Code	6.9.
Type of resource	Video, Text	Type of learning	Self-directed learning



Duration (in minutes)	8	Learning Outcomes	<p>1. Introduction to the principle of a person responsible for employee welfare and internal working conditions.</p> <p>2. Discover how Tony's Chocolonely introduced a Chief of People and Culture internally.</p> <p>3. Explanation of the steps a European SME should take to designate a person responsible for the well-being and employees working conditions?</p>
Aims	Learners will read the article, familiarise themselves with the information provided and try to remember as much of the content as possible. Moreover, they will grasp a concrete understanding of the designation of a person responsible for well-being and employees integrity by a European company.		
Materials Required	<ul style="list-style-type: none"> PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p><u>Step 1:</u></p> <p>Read the text and the information provided. Click on the link and watch the video (Video #1).</p> <p>Video #1 : Insights from a Chief Well-Being Officer</p> <p><u>Step 2:</u></p> <p>Read the text and the information provided.</p> <p>Tony's Chocolonely is a company based in the Netherlands that produces chocolate-based food products and is committed to equality in the chocolate industry. A transparent company, it offers full traceability of its products. It also raises awareness to fight against child labour and forced labour which is still very present in this sector.</p> <p>Tony's Chocolonely has already introduced the major objectives of sustainable development into its business model and has been fighting against social inequalities since its creation. This is also the policy that is pursued internally as it ensures that all its employees work in a healthy and happy environment. To this end, the company has appointed a person to be responsible for inequality and for the proper integration of its employees.</p> <p>The company decided to appoint him as Chief of People and Culture. This position has been filled since the beginning and this person is responsible for the human resources policy of Tony's Chocolonely. Its objective is to ensure that the working environment is in line with the company's social policy. Sometimes, this person guides team leaders to take into consideration the human element and integrity in</p>		



their management. This person is also called upon to exchange on several occasions over several days with employees who need to be followed up in their work life.

He is also in charge of the quality of life at work. It intervenes at the index, organisational and structural levels. They believe they can only reach their goal by having the most inspired and motivated workers. That's why Tony's Chocolonely invests some of its energy in the well-being of its employees.

One of the tasks of the Chief of People and Culture is to coordinate the creation of Tony's Chocolonely's Employment Agreement in collaboration with the employment lawyer. This official and entertaining one-page document summarises all the terms of the contract of the person joining the company. This allows the employee to better understand the administrative and legal details of their contract and thus facilitates their integration into Tony's Chocolonely. This is what the document looks like:

TONY'S CHOCOLONELY EMPLOYMENT AGREEMENT

START
what's your name?
Linda Fisher
start date: 01-10-'20
indefinite period
till date

your role:
queen of happiness
(check out your impact profile for all the details)
work location: Amsterdam

probation period:
0 0 0 2
month(s)

We both can break up at any time, in writing and with the statutory notice period in mind. Our collaboration stops automatically on the day you reach the State Pension Age (AOW in Dutch...)

ON A SERIOUS NOTE, PART 1
You agree that you will handle all confidential Tony's information eh.. confidentially. All work results that you develop or create, solely or jointly with others, during your employment with us is owned by Tony's Chocolonely (called 'Intellectual Property Rights'). When we split up, you will return all documents relating to our business and your work for us to us (like reports, manuals, drawings, correspondence and customer lists), obtained by you during your time with us, without keeping any copies.

OUCH!
..mind your step! you're off to those nerve-racking serious notes

gross salary:
EUR 4.200,00
per month (on a fulltime basis)
+ 8% holiday allowance.

number of hours per week:
0 0 3 2
divided over
0 0 0 4
working days.
(but hey.. results are more important than the number of hours you make)

Unlimited holidays, with a minimum of 28 days (based on a fulltime working week). You have to take these days off as a minimum to stay healthy and sane and to make sure you spend enough time with family, friends and to things you like to do.

STOP! YOU ARE GOING TOO FAST!
..go to the serious stuff for a cool down!

ON A SERIOUS NOTE, PART 2
You can't accept a provision or compensation from our relations or clients. Only if it's chocolate coins.
Want to combine your job at Tony's with another fancy side job? Make sure you discuss it upfront.
The Serious about People Guide, as it is or as it will be, is part of this agreement so read it well before you sign..
This Agreement falls under Dutch law.

Other Tony's benefits:
Expense allowance of € net per month for work related purchases.
Profit-sharing bonus of ..
Participation in Tony's Chocolonely's Stock Purchase Plan ("Golden Wrapper"), when you meet the rules and conditions of the plan.
A monthly commuting allowance + Q-park subscription + NS business card for work related travels + a bright, shiny company car.

BACK TO START

HOORAY

PS. We will take a lovely mugshot of you and put it on a eh.. mug, among other things, like our website or annual FAIRreport. You might also be photographed on other moments, because we occasionally give a peek of working life at Tony's online or in other publications. Mh..okay?

Henk Jan Beltman, for Tony's Team B.V. says..
yes no
Tony's Chocolonely
Paaslandstraat 1
1014 DB Amsterdam
sign here

Linda Fisher says..
yes no
Kinkerstraat 12
1052 ZR Amsterdam
you sign here

Figure 9. Tony's Chocolonely Employment Agreement



	<p><u>Step 3:</u></p> <p>Read the text and the information provided. To designate a person responsible for the well-being and working conditions of employees, an SME can take the following steps:</p> <ol style="list-style-type: none"> 1. Research and identify employee needs and possible risks to working life. 2. Identify the nature of the actions of the future welfare officer. 3. Define the selection criteria for choosing the future manager. 4. Communicate and raise awareness of the need for an internal well-being manager. 5. Organise interviews. 6. Make your choice.
--	---

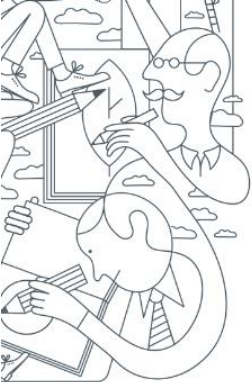
6.9. Bonus: Resources for further reflection on how to be an effective Chief Happiness Officer

Worksheet Title	Bonus: Resources for further reflection on how to be an effective Chief Happiness Officer	Worksheet Code	6.9. Bonus
Type of resource	Text and video	Type of learning	Self-directed learning
Duration (in minutes)	10	Learning Outcomes	Provide additional information resources on how to become an effective Chief Happiness Officer
Aims	Learners will deepen their understanding of the practice by further exploring the example company's implementation and accessing authoritative knowledge on the topic.		
Materials Required	<ul style="list-style-type: none"> ● PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided. Click on the link and watch the video (Resource #1).</p> <p>Ressource #1 : How to be an effective CHO (Chief Happiness Officer)</p>		



6.10. Final points for reflection

Worksheet Title	Final points for reflection	Worksheet Code	6.10.
Type of resource	Text	Type of learning	Self-reflection and insight
Duration (in minutes)	8	Learning Outcomes	Practical self-reflection
Aims	Think deeply about the issues raised in these questions and make an insight of your company.		
Materials Required	<ul style="list-style-type: none"> ● PC, Internet connection 		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided.</p> <p>Answer the questions in the order indicated.</p> <ol style="list-style-type: none"> 1. Which best practices presented in this unit would make the most sense for your organisation? 2. Conversely, which sustainability best practice not presented in this section have you implemented in your organisation? 3. What would be the human and financial resources you would be willing to commit to implement those best practices in your organisation? 4. What implementation capacity do you currently have in terms of expertise, time and/or budget? 5. How would you convince your stakeholders (clients, employees, investors) to implement these best practices? 6. What would be the biggest obstacles in your implementation? 7. Looking ahead, what benefits the organisations gain by implementing these best practices now and in the future? 		



UNIT 7: HUMAN NETWORKS



Implementation: The Activities provided below can be used individually or as part of a comprehensive learning experience. The Activities were designed in order to adhere to the needs of SMEs that want to adapt a more sustainable framework of operations, however they can be utilized by independent learners and adjusted accordingly to respond to any audiences.

The Aim of UNIT 7 is to provide the learners with useful tools and good practices on building, sustaining, developing human networks of local stakeholders: address them, engage them, interact with them, enforce long term collaboration based on SYNERGIES.

7.1. Networking Strategies

Worksheet Title	7.1. Networking Strategies	Worksheet Code	7.1.
Type of resource	Activity, homework	Type of learning	Self-Learning, Homework
Duration (in minutes)	60	Learning Outcomes	<p>Upon completion of this activity, Learners will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the importance of developing Human Networks. 2. Acquire knowledge of important notions connected with Networking. 3. Develop a plan on how they will utilize the information shared to their professional settings
Aims	This activity aims to provide information regarding the importance of Networking especially in professional – organizational settings. In addition, it will equip the learners with tools for identifying specific areas and skills, specific to their workplace/nature of work, that will support them to their quest.		
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone or Paper Notes - pen and paper) 		





Step-by-step instructions

Introduction:

“Networking” is the exchange of information, knowledge and ideas among people with a common profession or a special interested, it can be conducted in a formal or informal social setting.

In Professional settings, networking is the act of creating or maintaining a personal and professional contact list that you can utilize to progress your career. Your network describes your interactions, all the people you have a communication with, all of whom could potentially offer you support in your career path/goals, like a professional assistance or guidance.

To develop and sustain an instrumental list of interactions you must seek out opportunities to grow and expand your network purposefully.

Instructions:

Step 1: Watch the video provided below and take notes of important points and notions you would like to further speculate and research.

Video link: <https://www.youtube.com/watch?v=6PQ0JNsRts8>

Video Duration: 11:20 minutes

Title: 7 Networking Tips to Build Connections in Strategic and New Ways | Indeed Career Tips

Description: The video demonstrates the importance of Networking in your workplace and offers strategic and innovative ways to build connections no matter the stage you are in your career

Keywords: Networking, Career Tips, Strategic Networking,

(Duration: 12 minutes)

Step 2: Go through the List of Strategies discussed in the video provided above and draft a plan on how you will go about it in the near future.

Strategy 1: Set a goal to invite one new colleague to meet.

Draft an outline of important information to decide who you will invite and an outline of suggested discussion topics or questions that you would like to bring to the conversation. Follow the notes provided below to help you clarifying that.

Reflection Notes

- Who is that person?
- Is it from your professional space or another professional that works in an area similar to yours?
- What will be your goals for this meeting?
- What to you want share with this person?
- What do you want to know from this person?

(Duration: 13 minutes)



Strategy 2: Join a committee or Professional Organization.

Reflection Notes

- Based on your goals, write down the areas you would like to expand and then conduct quick research of local or international unions, bodies and organizations you could be a member and how.
- If you don't match the criteria at the moment you can ask to become "a friend member/supporter" or volunteer, that will help you create a bond regardless and maybe give you a head-start in the process of becoming an official member.

(Duration: 10 minutes)

Strategy 3: Take a class to meet new people.

It can be a great opportunity for you to meet new people outside of your friend area and perhaps you can build on skills relevant to your career advancement and aspirations.

Reflection Notes

Draft a list of hobbies that you would enjoy taking classes on and/or practicing with the company of other people.

Any skills that you would like to acquire and/or develop connected with your profession? That would be a great way to connect with like-minded people.

(Duration: 5 minutes)

Strategy 4: Meet your neighbors.

That is not exclusively only for your place of living but the place of work as well. Get to know the people working around the neighborhood of your work-building/area. Perhaps there is a courier company or a café or a printing place. Get to know the people and support each other by exchanging services and creating synergies.

Map the area around your workplace and write a list of other workplaces people that offer services and/or products. Plan to pay a visit, introduce yourself and your organization and show your support.

(Duration: 5 minutes)

Strategy 5: Establish a Check-in.

Get in touch with people who offered their support to say thanks and express your gratitude for the role they played in your life/career (give them a call, a video call, set up a meeting, send a text). Ask them to share their news with you and do the same.

Write a list with the people who supported you through your journey.

(Duration: 5 minutes)



	<p>Strategy 6: Drop a Message in their Inbox.</p> <p>If it has been a while since you have spoken with that person, send them an inbox or an email to check in how is everything is going with them and give them an update to yours.</p> <p>Example: <i>“Hey John, it’s been a while since we last spoke. This last year has flown by! Lately, I’ve been working as an Human Resources Manager at an amazing Research Center. Because of the guidance you provided, I have been able to act as an informal liaison between the needs and the research teams. I’d love to catch up to see how this year has been for you. Would you have some time next week for a 20-minute call?”</i></p> <p>(Duration: 10 minutes)</p> <p>Strategy 7: Send a handwritten letter.</p> <p>It might seem a bit old-school, but it’s always very well received and appreciated! Especially if you have moved to a new city/country it’s a great idea to let them know. You can also send a card for their birthday and/or a gift for special events in their life. It adds a personal and elegant note to your approach and your personal or organizational flair.</p> <p>(Duration: 10 minutes)</p> <p>Final Note: Consider the other groups and affiliations you participate in</p> <p>Create opportunities to get to know them better and strengthen your bonds. If you haven’t found exactly the group you were aspiring to, consider maybe starting one! This will also help you to demonstrate your leadership skills, event planning and it can help others form connections as well. You will start by inviting people you know, and they will start inviting people they know, which results to more new contact for you and for them.</p>
--	---

7.2. Networking Useful and Applicable Tips

Worksheet Title	7.2. Networking Useful and Applicable Tips	Worksheet Code	7.2.
Type of resource	Activity, homework	Type of learning	Self-learning, homework
Duration (in minutes)	35	Learning Outcomes	<p>Upon completion of this activity, Learners will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the Benefits and the Challenges of Networking



			<p>2. Distinguish and develop the skills and characteristics that can establish effective networking</p> <p>3. Draft their own strategy on how to network.</p>
Aims	<p>This activity aims to provide useful information regarding the benefits and challenges or networking, point out favorable characteristics that can establish effective networking and enable the learners to draft their own plan – strategy.</p>		
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone or Paper Notes - pen and paper) 		
Step-by-step instructions	<p>Introduction:</p> <p>Building interactions through networking is based, first and foremost, on mutual trust and understanding, which is established when the people involved create a positive and supportive climate. Building relationships based on trust, enhances the possibility that the parties involved will help each other, and it eliminates the risk of using the relationship to gain personal benefits at the expense of others (De Janasz & Forret, 2008).</p> <p>In this Activity we will review three different components, who are integral for the achievement of a methodical, systematic and purposeful network cultivation: (1) Benefits and Challenges, (2) Characteristics and Skills for an effective interaction, (3) Types of Networking.</p> <p>Instructions:</p> <p><u>Step 1:</u> Read carefully the list provided below regarding the Pros and Cons of working within network arrangements (Source: Kenny, Morley, Higgins, 2015).</p> <p>Draft a list on how those Benefits can be applied and maximized in your individual – organizational settings. Similarly draft a list and a strategic plan on how the Challenges in your specific situation can be minimized and if possible, completely eliminated.</p> <p style="text-align: center;"><u>BENEFITS</u></p> <ol style="list-style-type: none"> 1. Better coordination of service delivery. Including, for example, co-location, case management, shared expertise and knowledge. 2. Broader community reach for each member of the network. By partnering with regional/rural organizations or coordinated outreach, they can expand their geographical reach. 		



3. **Shared skills and resources.** Enhancing the credibility of the organization and bringing together people with similar interests.
4. **Developing multi-agency collaborations** and demonstrating this to **potential funding sources**.
5. **Establishing ongoing relationships** that promote a more complimentary approach to service provision to overcome gaps and build on divergent strengths.
6. **A wider range of stakeholders** are made aware of a particular topic.

CHALLENGES

1. **Time-consuming.** More stakeholders involved in planning, delivering, and making decisions leads to slower implementation of services/projects.
2. **Lack of Clarity.** A lack of clarity about roles, expectations, and priorities within the organization and among individuals.
3. **Governance.** Inter-stakeholder politics.
4. **Miscommunication.** When more parties are involved the probability of misconceptions and gaps in communication.
5. **Prioritizing.** Due to the different degrees of commitment amongst the parties, some might progress with faster pace and others with much slower, something that can cause frustration and/or disorganization.
6. **Varying philosophies** and often divergent approaches.
7. **Previous Tensions** between individuals, groups and organizations, that might resurface due to the frequent interaction and/or possible frictions.
8. **Lack of time and/or resources.**

(Duration: 15 minutes)

Step 2: Go through the list of useful and favorable characteristics and skills that will enhance the probability of establishing effective networking.

Characteristics for Effective Networking

- ✓ **Politeness:** warm, sympathetic, empathic, sociable, flexible, caring.
- ✓ **Integrity Self-conscious:** trustworthy, reasonable, realistic, honest, open to contacts with other people, respecting confidentiality.
- ✓ **Courage:** fancy for changes and innovations, readiness to fight with the authorities, willingness to take a risk and break the rules.
- ✓ **Adaptation:** Tolerating differences, enjoying cultural diversity, flexible, non-judgmental, open to criticism
- ✓ **Tenacity** Patient, persistent, resistant to stress and uncertainty

(Duration 5 minutes)

Step 3: Watch the video provided below and take notes of important points and notions you would like to incorporate in your own networking approach.

Video link: <https://www.youtube.com/watch?v=E5xTbn6OnAA>

Video Duration: 12:50 minutes



Title: 10 Simple Ways to Improve Your Networking Skills

Description: The video demonstrates 10 effective networking strategies that will help you build stronger interactions and enjoy the process.

Keywords: Networking, Career Tips, Strategic Networking,

10 Networking Strategies List

1. **Come with a specific goal.**

Prior going to a specific event or establishing a communication, set a specific goal, the outcome you would like to achieve. For example, if you are going to an event set a goal to make three meaningful connections with people you can collaborate to something.

2. **Take the first step.**

When a person gets into your radius (around 2 meters), it's natural to acknowledge them and perhaps smile and say hi.

3. **Have a positive attitude.**

Avoid bonding over negative things, it shows insecurity and a lack of try, both are not steady components where a strong networking bond can form. Instead, focus on the positive aspects of what you experience.

4. **Always say "thank you".**

It's important to leave a conversation with a positive note, remember to always say "thank you it's been great meeting you".

5. **Focus on giving.**

Instead of pushing your agenda, it's a more empathetic approach to focus on giving first and receiving later. For example, you can offer to connect them with somebody that they want to talk to or offer to purchase their product or hire their services offer.

6. **Connect people with each other.**

You benefit both parties and you get a double benefit yourself, since they will be both grateful to you for making the connection.

7. **Mutual Benefit.**

Be genuinely curious on what they do and what they aspire. Ask them questions and practice active listening, only through sharing you can identify areas and opportunities for collaboration and synergies.

8. **Conversation Balance.**

Nobody wants to be in a situation where they have to listen to somebody talking extensively for what they do and never get the chance to speak or



	<p>share their perspective. Always focus on conversation balance, creating opportunities for others to share and practice active listening.</p> <p>9. Keep Moving. If you are attending an event, move around the venue and observe people around you and listen to their conversations, be open to possibilities and immerse yourself to the whole experience.</p> <p>10. Enjoy the process. Social activities help you meet new people and strengthen your relationships and skills. Allow yourself to be seen and to enjoy meeting new interesting people.</p> <p>(Duration: 15 minutes)</p>
--	---

7.3. The Dale Carnegie Method

Worksheet Title	7.3. The Dale Carnegie Method	Worksheet Code	7.3.
Type of resource	Activity, homework	Type of learning	Self-learning / homework
Duration (in minutes)	15	Learning Outcomes	<p>Upon completion of this activity, Learners will be able to:</p> <ol style="list-style-type: none"> 1. Employ various skills and strategies on how to establish successful networking 2. Develop the skills and characteristics that can establish effective networking 3. Acquire knowledge about the various typologies of social networks.
Aims	This activity aims to provide useful information regarding the skills and strategies a person can deploy in order to establish favorable interactions and expand their networking abilities.		
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone or Paper Notes - pen and paper) 		



Step-by-step instructions

Introduction:

The overall purpose of Dale Carnegie's book, "How to Win Friends and Influence People," is to provide readers with practical advice on how to interact effectively with others in a variety of contexts (personal or professional), present themselves in the best light, and boost their level of productivity, efficiency, notoriety, and self-esteem. The steps listed below would be very beneficial for those looking to connect and expand their network, since it requires effective communication with others, especially in industries that revolve around communicating with others (such as those in customer service, sales, teaching, social sciences, etc.).

Instructions:

Step 1: Watch the video provided below and take notes of important points and notions you would like to incorporate in your own networking approach.

Video link: <https://www.youtube.com/watch?v=pzWWc8Nad88>

Video Duration: 09:07 minutes

Title: How to make a good first impression | How to wind friends & influence people animated book summary

Description: The video demonstrates effective networking strategies based on the infamous book "How to win friends and influence people" by Dale Carnegie that will help you create a strong first impression and expand your network

Keywords: Networking, Career Tips, Strategic Networking, Dale Carnegie

Please read carefully the list of "6 Simple Ways to Make a Good Impression" as extracted from the general gist of the Dale Carnegie's book.

6 Simple Ways to Make a Good Impression

1. **Show Genuine Interest.** "You can make more friends by showing interest in them in two months than by showing interest in them in two years." Learning to be truly interested in people is the only way to develop lasting, high-quality connections.
2. **Smile.** Happiness is a result of internal attitudes rather than external conditions. Additionally, a smile makes you come across as more hospitable, open, and kind.
3. **Repeat at least 2-3 times their name.** Keep in mind that a person's name is the sweetest and most significant sound in any language to that individual. When we recall someone's name, we might make them feel incredibly appreciated and significant.
4. **Take time to listen.** Encourage others to share their stories. Developing your listening skills is the simplest approach to improve your conversational skills. People frequently only want someone to listen to them; they don't always want advice or an opinion.



	<p>5. Talk about what the other person could be interested in. People will feel appreciated and value us in return if we engage them in conversation about their interests.</p> <p>6. Give the other individual a genuine sense of importance. It is the golden rule to treat others as we would like to be treated.</p> <p>(Duration: 15 minutes)</p>
--	--

7.4. Networking, Stakeholders and Sustainable Development

Worksheet Title	7.4. Networking, Stakeholders and Sustainable Development	Worksheet Code	7.4.
Type of resource	Activity, homework	Type of learning	Self-learning / homework
Duration (in minutes)	10	Learning Outcomes	<p>Upon completion of this activity, Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify and distinguish different types of Stakeholders. 2. Acquire knowledge on how social networks contribute to sustainable development. 3. Demonstrate the ways that networking supports SMEs.
Aims	This activity aims to provide useful information regarding the different types and roles of stakeholders, the ways social networks contribute to sustainable development and supports SMEs.		
Materials Required	<ul style="list-style-type: none"> • Computer • Access to the Internet • Material for Notetaking (Digital Notes - tablet, phone or Paper Notes - pen and paper) 		
Step-by-step instructions	<p>Introduction:</p> <p>The benefits of investing in networking are numerous and multifaceted, this activity provides useful material that will help you direct your efforts to expand your network more purposefully and subsequently effectively.</p>		



Instructions:

Step 1: Read the information below and take notes in order to refine your networking strategy based on your target groups and desired results.

Different Types of Stakeholders

1. Community Stakeholders:

These are individuals or groups within the community that your social enterprise serves.

Community Engagement: To build and maintain relationships with community stakeholders, it is important to consistently engage with the community. This could include town hall meetings, community service, or even casual interactions at local events.

Community Projects: Involve community stakeholders in your projects. This allows them to see firsthand the positive impact of your social enterprise, fostering a sense of ownership and pride.

2. Employee Stakeholders:

Your employees are crucial stakeholders, and maintaining a positive, productive relationship with them is key.

Employee Development: Invest in your employees by offering training and development opportunities. This not only improves their skills but also helps them feel valued and appreciated.

Open Communication: Cultivate an open and transparent communication culture within your organization. Regular team meetings, an open-door policy, and internal newsletters are all effective communication methods.

3. Investor and Donor Stakeholders:

Investors and donors provide crucial financial support for your social enterprise, so it's important to build and maintain positive relationships with them.

Regular Updates: Keep your investors and donors informed about the progress of your projects, how their funds are being used, and the impact they're helping to create.

Appreciation Events: Host special events or dinners for your donors and investors as a token of appreciation. This not only acknowledges their contribution but also provides an opportunity for networking.

4. Partner Organizations:

These could be other non-profits, businesses, or government entities that you collaborate with.

Joint Projects: Work on projects together that further both of your missions. This creates a sense of camaraderie and shared purpose.



Sharing Resources: Share resources where possible, such as training materials, research, or even physical spaces. This helps to create a sense of mutual support and reciprocity.

Finally, remember that the cornerstone of managing all these relationships effectively is empathy and understanding. Each stakeholder group has its own needs, interests, and motivations. By understanding these, you can tailor your engagement strategies to each group, creating stronger, more productive relationships that support your social enterprise's mission.

Human networks and sustainable development

1. Resource Mobilization:

Human networks can act as a conduit for mobilizing resources necessary for the operation and growth of social enterprises. This can include financial resources from investors, in-kind resources from partners, or even human resources in the form of volunteers or employees.

2. Knowledge and Information Sharing:

These networks facilitate the sharing of crucial knowledge and information. This could be market information, best practices, insights about funders or partners, or even advice and mentoring. This sharing of knowledge can help social enterprises operate more effectively and make informed decisions.

3. Advocacy and Influence:

Human networks can amplify the voice of social enterprises, making them more influential when advocating for policy changes, funding, or public support. This increased influence can help social enterprises achieve their mission more effectively and can contribute to sustainable development.

4. Collaboration and Partnership:

Human networks often lead to collaborations and partnerships among social enterprises, businesses, government entities, and other organizations. These partnerships can lead to joint projects, shared resources, and increased impact, all of which contribute to sustainable development.

5. Innovation:

Human networks often act as a breeding ground for innovation. The interaction and collaboration within these networks can lead to new ideas, new solutions to social problems, and new ways of doing things. This innovation can drive the success of social enterprises and contribute to sustainable development.

6. Resilience:

Finally, human networks can contribute to the resilience of social enterprises. In times of difficulty or crisis, these networks can provide crucial support, advice, and resources that help social enterprises navigate challenges and continue their work.



In essence, human networks are a vital component in the field of social entrepreneurship and sustainable development. They provide a supportive ecosystem that facilitates growth, collaboration, resilience, and innovation, all while amplifying the impact of social enterprises.

Human Networks and Support to SMEs

1. Knowledge Sharing:

Human networks offer a platform for SMEs to share and gain knowledge. This could be knowledge about market trends, effective business strategies, new technologies, or legal and regulatory updates. Such information can help SMEs to make informed decisions and improve their business operations.

2. Business Opportunities:

Human networks can provide SMEs with business opportunities. This could include leads for new customers, partners for collaborative projects, or investors for business expansion. Networking events, industry conferences, and online networking platforms are often rich sources of such opportunities.

3. Mentorship and Support:

Entrepreneurs and employees of SMEs can benefit from mentorship and support through human networks. Experienced business owners or professionals within the network can provide advice, feedback, and guidance, which can be invaluable for growing businesses.

4. Funding Opportunities:

Human networks can provide SMEs with access to funding opportunities. This could include information about available grants, contacts with potential investors, or partnerships with larger businesses or organizations.

5. Collaboration and Partnerships:

Human networks facilitate collaboration and partnerships. SMEs can partner with other businesses in their network to undertake joint projects, share resources, or enter new markets. These partnerships can lead to mutual growth and success.

6. Advocacy:

Human networks can advocate on behalf of SMEs. This is especially relevant for industry associations or professional networks, which can represent the interests of SMEs in discussions with policymakers or regulators.

7. Talent Acquisition:

Human networks can also aid SMEs in talent acquisition. Recommendations or referrals from trusted network members often lead to successful hires. Additionally, networks can provide access to a broader pool of potential candidates.

8. Crisis Management:



In times of crisis or difficulty, human networks can provide crucial support. This might be in the form of advice, resources, or simply emotional support. Such networks can help SMEs navigate challenges and ensure business continuity.

In conclusion, human networks are a vital resource for SMEs, providing knowledge, opportunities, support, and much more. SMEs should therefore invest time and effort in building, maintaining, and leveraging these networks for their success and growth.

(Duration: 10 minutes)





UNIT 8: RESOURCES AND FUNDING



The aim of Module 8 is to provide VET providers and BSO's staff with appropriate knowledge and competencies in the access to funding in order to facilitate their transition into a more sustainable business thus supporting SMEs.

This module will provide an overview of the main National and EU fundings addressed to SMEs and oriented to sustainability and green practices as well as the the basic methodological tools for preparing project proposals.

8.0. National and EU resources and Funding for SMEs

Worksheet Title	8.0. National and EU resources and Funding for SMEs that wish to become more sustainable both in their energy and resources consumption and in their overall operation.	Worksheet Code	8.0.
Type of resource	Activity, Homework	Type of learning	self-training, hands-on workshop
Duration (in minutes)	120	Learning Outcomes	<ul style="list-style-type: none"> • Learners will be able to identify and analyze National and European call for proposals for SMEs • Learners will be able to understand the objectives and requirements of calls for proposals
Aims	<ul style="list-style-type: none"> ○ Acquire appropriate knowledge and competencies in the access to funding in order to facilitate SMEs' transition into a more sustainable business. ○ Present an overview of the main National and EU fundings addressed to SMEs and oriented to sustainability and green practices. ○ Apply the basic methodological tools for preparing project proposals. 		
Materials Required	<ul style="list-style-type: none"> • Laptop, Internet connection. • Printed material provided for Face2Face training sessions 		





Step-by-step instructions	<p>Instructions:</p> <p>Learners will be introduced to the world of EU and National funding for SMEs through interactive (video) and static (presentation) training material.</p> <p>After this theoretical part, they will experience and hands-on workshop during which they will go through an actual EU call for proposal for SMEs sustainability and will be asked to fill a simplified template identifying their project idea, coherently with the call analysed. This activity can be done individually or in small groups (3-5 participants max.).</p>
----------------------------------	--

8.1. Getting to know the concept of sustainability and circular economy for SMEs, the EU policy framework.

Worksheet Title	8.1. Getting to know the concept of sustainability and circular economy for SMEs, the EU policy framework.	Worksheet Code	8.1.
Type of resource	Text, video	Type of learning	Self-training learning
Duration (in minutes)	15	Learning Outcomes	<ul style="list-style-type: none"> To develop knowledge regarding the concept of sustainability and circular economy for SMEs
Aims	Acquire appropriate knowledge and competencies in the access to funding in order to facilitate SMEs' transition into a more sustainable business.		
Materials Required	Laptop, Internet connection.		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided. Click on the link to access the video.</p> <p>Video by the EU Commission on "How to become a Green SME in a Circular Economy",</p>		



Presentation:

<https://drive.google.com/drive/u/0/folders/1yNp3pgsndFpwQnmpsmz5QTHleMXZFEEd>

8.2. Presentation of the main EU and National funding for SMEs sustainability

Worksheet Title	8.2.Presentation of the main EU and National funding for SMEs sustainability	Worksheet Code	8.2.
Type of resource	Text, video	Type of learning	Self-training learning
Duration (in minutes)	25	Learning Outcomes	<ul style="list-style-type: none"> Learners will be able to identify and analyze National and European call for proposals for SMEs
Aims	Present an overview of the main National and EU fundings addressed to SMEs and oriented to sustainability and green practices.		
Materials Required	Laptop, Internet connection.		
Step-by-step instructions	<p>Instructions:</p> <p>Read the text and the information provided in the presentation.</p> <p>Activity 2 (A2), Presentation of the main EU and National funding for SMEs sustainability: https://docs.google.com/presentation/d/1pldfNTUwVjXOW2Ox0ydH_CRG5rL-fy_D/edit</p> <p>Activiy 2 (A2) _Insight_Questions_and_answers__InvestEU_Programme: https://drive.google.com/drive/u/0/folders/1yNp3pgsndFpwQnmpsmz5QTHleMXZFEEd</p> <p>Activiy 2 (A2) Insight_ Horizon Europe: https://drive.google.com/drive/u/0/folders/1yNp3pgsndFpwQnmpsmz5QTHleMXZFEEd</p> <p>Activiy 2 (A2) Insight_single market programme: https://drive.google.com/drive/u/0/folders/1yNp3pgsndFpwQnmpsmz5QTHleMXZFEEd</p>		



8.3. Workshop: identifying and applying to a EU call for proposal for SMEs

Worksheet Title	8.3. Workshop: identifying and applying to a EU call for proposal for SMEs	Worksheet Code	8.3.
Type of resource	Activity, Homework	Type of learning	Face2Face Training
Duration (in minutes)	75	Learning Outcomes	<ul style="list-style-type: none"> • Learners will be able to understand the objectives and requirements of calls for proposals • Match a project idea with a selected call for proposals
Aims	Apply the basic methodological tools for preparing project proposals.		
Materials Required	<ul style="list-style-type: none"> • Laptop, Internet connection. • Printed material provided for Face2Face training sessions 		
Step-by-step instructions	<p>Instructions:</p> <p>This activity can be done individually or in small groups (3-5 participants max.).</p> <ul style="list-style-type: none"> - Read the call for proposals. - Identify the most important elements. - Fill a simplified template provided (based on actual EU application forms) to with their project idea, experimenting the design of a EU-funded project. <p>Activity 3 (A3), Workshop_EU project template:</p> <p>https://docs.google.com/document/d/1m7aoBcotr0L5TyBFiSPVA5Mpytr-x-0/edit</p>		



References:



Carnegie, D. (2017). HOW TO WIN FRIENDS AND INFLUENCE PEOPLE: From the Greatest Motivational Speaker of 20th Century and Creator of The Quick and Easy Way to Effective Speaking & How to Stop Worrying and Start Living. e-artnow.

Crossan, M. M., Byrne, A., Seijts, G. H., Reno, M., Monzani, L., & Gandz, J. (2017). Toward a framework of leader character in organizations. *Journal of Management Studies*, 54(7), 986-1018.

De Janasz, S. C., & Forret, M. L. (2008). Learning the art of networking: A critical skill for enhancing social capital and career success. *Journal of management education*, 32(5), 629-650.

Dweck, C. (2015). Carol Dweck revisits the growth mindset. *Education week*, 35(5), 20-24.

Garavan, T., McCarthy, A., Lai, Y., Murphy, K., Sheehan, M., & Carbery, R. (2021). Training and organisational performance: A meta-analysis of temporal, institutional and organisational context moderators. *Human Resource Management Journal*, 31(1), 93-119.

Kenny, P., Morley, S., & Higgins, D. (2015). Establishing and building networks.

Monzani, L., Seijts, G. H., & Crossan, M. M. (2021). Character matters: The network structure of leader character and its relation to follower positive outcomes. *PLoS One*, 16(9), e0255940.

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification* (Vol. 1). Oxford University Press.

Rowold, J., Hochholdinger, S., & Schilling, J. (2008). Effects of career-related continuous learning: a case study. *The Learning Organization*, 15(1), 45-57.

